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# PSYCHOLOGICAL ABSTRACTS

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# PSYCHOLOGICAL ABSTRACTS

VOL. XV, No. 4

APRIL, 1941

## GENERAL (incl. Statistics)

1571. [Anon.] **Current List of Medical Literature.** Washington, D. C.: Friends of the Army Medical Library. Vol. 1, No. 1, January 1, 1941. Weekly. \$5.00 per year.—This publication lists the tables of contents of the periodicals, including psychological ones, currently received by the Army Medical Library. Approximately 1000 titles are listed every week. In addition, supplements of recent book acquisitions will be issued several times per year. All the material listed is available for distribution through the Medicofilm Service (see XIV: 5780); the present publication is in combination with this service and intended to bring current periodical literature promptly to the attention of those interested in research.—*H. L. Ansbacher* (Brown).
1572. [Anon.] **Committee on Psychological Examination of Recruits, 1917.** *J. consult. Psychol.*, 1941, 5, 1.—Portrait.
1573. [Anon.] **Edgar A. Doll, president of the American Association for Applied Psychology.** *J. consult. Psychol.*, 1941, 5, 47-48.—A biographical sketch of the 1941 president.—*P. S. de Q. Cabot* (Simmons).
1574. [Anon.] **Sir Oliver Lodge, F. R. S.; Sir J. J. Thomson, O. M., F. R. S.** *Proc. Soc. psych. Res., Lond.*, 1940, 46, 209-223.—Obituaries.—*J. G. Pratt* (Duke).
1575. [Anon.] **A. A. Brill, M.D.** *Psychoanal. Rev.*, 1941, 28, 1-11.—Biography, bibliography, and portrait.—*G. Brighouse* (Occidental).
1576. **Baumgarten, F. Edouard Claparède (1873-1940).** *Z. Kinderpsychiat.*, 1940, 7, 127-128.—Obituary.—*F. L. Goodenough* (Minnesota).
1577. **Cannon, W. B.** *The body physiologic and the body politic.* *Science*, 1941, 93, 1-10.—The author points out the democratic principle in the bodily structures, their function and integration and draws parallels to the political structures, their function and integration.—*F. A. Mote, Jr.* (Connecticut).
1578. **Dallenbach, K. M.** *The Emergency Committee in Psychology.* *J. consult. Psychol.*, 1941, 5, 42-43.—The full membership of the committee is listed as well as an outline of what positive action has been taken so far.—*P. S. de Q. Cabot* (Simmons).
1579. **Daniel, C.** *Statistically significant differences in observed per cents.* *J. appl. Psychol.*, 1940, 24, 826-830.—Tables are presented which show what percentage of one group must possess a property in excess of another group in order that

the difference be significant with 95% certainty.—*E. E. Ghiselli* (California).

1580. **Dantín, J. Edgard Atzler, 1887-1940.** *Psicotecnia*, 1940, 1, 258-259.—Obituary.—*J. E. Bader* (Brandon State School).

1581. **Dantín, J. E. R. Jaensch, 1883-1940.** *Psicotecnia*, 1940, 1, 261.—Obituary.—*J. E. Bader* (Brandon State School).

1582. **Drury, E. G. D.** *Psyche and the physiologists and other essays on sensation.* London: Lewis, 1938. Pp. viii + 104. 5s.—[Abstracted review; original not seen.] The author, a general practitioner and lecturer in physiology and hygiene, presents, with stress on physiology, a series of essays on labels and luggage, boredom, what we think with, growing a new claw, and visceral disharmony.—*R. C. Moore* (Boston Psychopathic Hospital).

1583. **Ellis, W.** *The idea of the soul in western philosophy and science.* New York: Macmillan, 1940. Pp. 314. \$3.00.—The idea of the soul is traced through past and present literature of philosophy and science. It is apparent to the author that the psycho-physical problem is not a pseudo-problem since some sort of a spiritual reality concept is logically necessary. He urges that a "biological concept of life may provide an observational basis" for metaphysical thought and for the solution of this psycho-physical problem.—*R. B. W. Hutt* (Trinity, Hartford).

1584. **English, H. B.** *Fundamentals and fundamentalism in the preparation of applied psychologists.* *J. consult. Psychol.*, 1941, 5, 1-13.—This is the presidential address delivered at the fourth annual meeting of the A.A.A.P. The contributions of psychologists in the last war are noted and suggestions given to account for the inadequacy of applied psychology in meeting the present national emergency. Evidence is presented to demonstrate the strong influence of fundamentalism in psychology and of the traditional viewpoint in the professional training of psychologists. Arguments are given for the necessity of modifying present-day requirements for the doctorate where psychologists intend to work in applied fields.—*P. S. de Q. Cabot* (Simmons).

1585. **Guillaume, P.** *La psychologie animale.* (Animal psychology.) Paris: Armand Colin, 1940. Pp. 210. Frs. 18.—An up-to-date and complete account is given of the most recent investigations on the problems of animal psychology in Europe and in America. Theoretical questions such as the interest of animal psychology for human psychology, the problem of consciousness in animals, and the



difference between psychology and physiology are successively discussed. Methods and techniques and laboratory experiments on the perception of colors and forms in different species, on conditioned reflexes, and on memory and learning are described. Finally the theory of trial and error, the nature of instinct, tropisms, the relationship between instincts and habits, the problem of orientation, the intelligent use of instruments, and the symbolic function and animal language are dealt with. The book ends with a comparison between animals and man in which the superiority of the latter is ascribed to the superiority of his perceptive organs and to the richness of his imagination; language and the use of instruments are the effects of an initial superiority of the mind or brain.—*C. Nony* (Paris).

1586. Hackbusch, F. Responsibility of the American Association on Mental Deficiency for developing uniform psychological practices in schools for mental defectives. *Amer. J. ment. Def.*, 1940, 45, 233-237.—A survey of approximately 100 state and private schools for mental defectives revealed that psychology in these institutions is a heterogeneous affair with wide ranges of training and practices. But  $\frac{1}{3}$  of those classified as psychologists in public institutions were members of recognized professional associations of psychologists. There is some analysis, too, of the part the psychologist plays in commitment of the patient to the institution. The proposal is made that the Association adopt the standards of personnel published by the New York City Commission for Mental Hygiene in order to safeguard the welfare and the civil rights of the patients and to prevent the tragedy of unnecessary placement in an institution for mental defectives.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1587. Hart, B. Henry Devine, O. B. E., M.D. Lond. & Brist., F.R.C.P. *J. ment. Sci.*, 1940, 86, 1153-1154.—Obituary.—*W. L. Wilkins* (Milwaukee, Wis.).

1588. Hentig, H. v. A statistical test of causal significance. *Amer. sociol. Rev.*, 1940, 5, 930-936.—Quantitative social data are often reported in raw form, and this is not as meaningful as a report of frequency with reference to some significant criterion (e.g., per 100,000 unemployed, per 10,000 foreign born, etc.). It is pointed out that if report with reference to a particular criterion lowers the variance of the data, then evidence is provided for the causal bearing of that criterion on the data.—*I. L. Child* (Harvard).

1589. Holland, E. O. Ernest H. Lindley, 1869-1940. *Sch. & Soc.*, 1941, 53, 65-67.—An appreciation.—*M. L. Lee* (Chicago, Ill.).

1590. Hollingworth, H. L. Introduction, and bibliography of Leta S. Hollingworth. *Teach. Coll. Rec.*, 1940, 42, 184-195.—A biographical sketch of Leta S. Hollingworth, serving as an introduction to a series of articles on specific phases of her work, and a bibliography of 89 titles together with a list of 29 doctoral dissertations which she sponsored.—*L. Birdsall* (Coll. Ent. Exam. Bd., Princeton, N. J.).

1591. Kelley, N. H. Work book in general psychology; with laboratory studies. Minneapolis: Burgess Publishing Co., 1940. Pp. 126. \$1.50.—This workbook is designed to assist the beginning student in securing psychological facts for himself, allowing the instructor more time to spend in discussing general principles and their applications. After an introductory section, 10 topics are covered: personality, individual differences, neural bases, motivation, feelings and emotions, intelligence, learning and development, ideation and imagery (including language and thinking), the sense organs, and perception. Under each heading 50-150 objective questions are given, with references to pertinent textbook sources. Some of the sections also have sheets outlining illustrative laboratory exercises.—*F. W. Finger* (Brown).

1592. Levinson, R. B. Gertrude Stein, William James, and grammar. *Amer. J. Psychol.*, 1941, 54, 124-128.—A suggestion that Stein's attitude toward and use of the English language derives, to some extent at least, from James's "stream of consciousness" analysis.—*D. E. Johannsen* (Skidmore).

1593. Lorand, S. Dr. Paul Ferdinand Schilder, 1886-1940. *J. crim. Psychopath.*, 1941, 2, 387-390.—Portrait and obituary.—*A. Chapanis* (Yale).

1594. Louttit, C. M. Summarized proceedings and report of the fourth annual conference, A.A.A.P. *J. consult. Psychol.*, 1941, 5, 14-41.—*P. S. de Q. Cabot* (Simmons).

1595. Madinier, G. Conscience et mouvement. (Consciousness and movement.) Paris: Alcan, 1938. Pp. ix + 469. Frs. 65.—The writer sees in the works of the French philosophers over a period of 200 years, from Condillac to Bergson, the clear outline of a long school of thought which attributes to muscular reactions a basic part in the formation of the conscious self. Destutt de Tracy; Cabanis; Maine de Biran; the eclectic school with Royer-Collard, V. Cousin, and Jouffroy; the medico-psychological school with Taine, Ribot, Ravaisson, and Renouvier; and above all Fouillée with his theory that ideas are forces have contributed to this school.—*C. Nony* (Paris).

1596. Mallart, J. Eduardo Claparède, 1873-1940. *Psicotechnia*, 1940, 1, 259-261.—Obituary.—*J. E. Bader* (Brandon State School).

1597. Miner, J. R., & Berkson, J. Raymond Pearl, 1879-1940. *Sci. Mon.*, N. Y., 1941, 52, 192-194.—Obituary and portrait.—*O. P. Lester* (Buffalo).

1598. Olson, W. C. The forty-eighth annual meeting of the American Psychological Association. *Amer. J. Psychol.*, 1941, 54, 134-136.—*D. E. Johannsen* (Skidmore).

1599. Omwake, L. Canned psychology lacks vitamins. *Jr. Coll. J.*, 1940, 11, 204-205.—The author believes that professional psychologists are inclined to be withdrawn from society and to be concerned with facts and research rather than people. The self-styled psychologists are interested in



people, are much more interesting, and make a great deal more money. The legitimate psychologists should have a genuinely vital interest in people and develop more interesting personalities, if they wish to lead others to sound psychology.—*G. S. Speer* (Central YMCA College).

1600. Parodi, D. *Psychologie et philosophie*. (Psychology and philosophy.) In Various, *Mélanges Pierre Janet*. Paris: d'Artrey, 1939. Pp. 199-203.—Psychology perpetually oscillates between the introspective and the physiological methods. Even the most strictly experimental psychology cannot overlook the fact that the stimulus determines a phenomenon, which is *sui generis*, namely a state of consciousness, which alone belongs to the realm of psychology proper. A psychological fact is, therefore, one that has an internal and an external aspect. Due to this double aspect the most satisfactory conception of psychology is that of "science of the behaviors." Behavior can be observed from outside as well as understood from inside, as being caused by a tendency and directed towards a certain end which is, or may become, conscious.—*C. Nony* (Paris).

1601. Reed, L. J. Obituary: Raymond Pearl. *Science*, 1940, 92, 595-597.—*F. A. Mote, Jr.* (Connecticut).

1602. Rosenfield, L. C. *From beast-machine to man-machine; animal soul in French letters from Descartes to La Mettrie*. New York: Oxford University Press, 1941. Pp. xxviii + 353. \$3.50.—A scholarly account of the Cartesian controversy, studied in relation to its scientific, popular, philosophical, and theological backgrounds. The prologue sets the problem in terms of its modern relations. Part 1, the beast-machine and the Cartesians, contains Descartes' denial of soul in animals, the spreading of the doctrine, and a general view. The reactions of protagonists in various fields and their contributions to the issue are dealt with. In part 2, animal soul and the anti-Cartesians, the first chapter deals with the dualist-Cartesians or anti-Cartesians, the peripatetics and substantial form, the neo-Platonists and mystic soul, and eclecticism. The second chapter deals with empiricism. Part 3 concerns poets and the animal soul. In the epilogue, the controversy is reviewed as a 3-cornered battle among Cartesians, traditionalists, and empiricists, variously engaged at different stages. "By and large, it was the traditional view of animal soul which suffered the worst defeat, first at the hands of the Cartesians and then under the onslaughts of empiricism." 27 pages of notes, 48 pages of biographical sketches and special notes, and a 32-page bibliography of primary and secondary sources of the period and modern critical sources.—*T. C. Schneirla* (New York University).

1603. Russell, B. *An inquiry into meaning and truth*. New York: Norton, 1940. Pp. 438. \$3.75.—The book contains the material Russell would have presented at the College of the City of New York, if his appointment had not been cancelled. A

language can be analyzed into a hierarchy of languages. The primary, object-language lacks the logic words true, false, all, some, etc. Its words mean noticed events, which are by conditioning causally connected with the speaking of the words. Every assertion has 2 aspects: it expresses the state of the speaker and indicates a fact (event). The noticed event itself is the only verifier for the expression it causes. The second-order language deals with the meanings of the first-order. True, false, etc. occur in it, these new meanings being derived from propositional attitudes (belief, hesitation, etc.). "It is primarily the belief which is true or false." Beliefs are states of the organism, in general non-linguistic. A proposition is a belief, expressible in various sentences. "The sole method of discovering error is . . . the experience of surprise owing to a disappointed expectation." Truth cannot be acceptably defined by verifiability; significance is the basic concept. In factual premises truth consists in a relation, correspondence, between belief and fact, even though some facts are non-experienceable. The law of excluded middle is valid. Analogy and induction involve "principles of inference which are neither demonstrative nor derivable from experience." Pure empiricism is a self-refuting theory, actually held by no one. Among topics discussed are: thing, sensory quality, awareness, I, proper names, and universals.—*C. H. Toll* (Amherst).

1604. Seillière, —. *La psychologie naturaliste dans l'oeuvre de Diderot*. (Naturalistic psychology in the work of Diderot.) In Various, *Mélanges Pierre Janet*. Paris: d'Artrey, 1939. Pp. 243-252.—*C. Nony* (Paris).

1605. Southern Psychiatric Association. *Report of its committee on psychiatry and the national defense*. *Psychiatry*, 1940, 3, 619-624.—*M. H. Erickson* (Eloise Hospital).

1606. Thornton, G. R., & Tiffin, J. *Exploring normal psychology; a study guide emphasizing the application of psychology to the needs of students*. Boston: D. C. Heath, 1940. Pp. xv + 139. \$0.80.—This is a study guide prepared for use with the text *The psychology of normal people* (see XIV: 3884). It is designed to "serve a special purpose in introductory courses where laboratory work must be carried on in a simple form."—*P. S. de Q. Cabot* (Simmons).

1607. Tildesley, M. L. *Sources and extent of errors in estimating standard deviations of normally distributed populations*. *Man*, 1940, 40, 146-155.—This article completes a report of the effect on the mean and standard deviation of grouping obtained experimental data into frequency categories. The effect on the mean was shown in a previous article (see XV: 650). Neither random position of the categories nor broad grouping affects the average values of the SD's, but does add to their variability. With 16 or more categories, the SD obtained from samples of 100 practically equals that obtained from the full population of 1000, but as the number of categories decreases the unreliability increases, e.g.,

with 6 groups unreliability is increased by about 11%. The effect on reliability of shifting categories is small. The data suggest that the best arrangement of broad categories in order to reduce the usual exaggeration of obtained SD's is with the sample's end-values in the middle of, or slightly beyond the middle of the terminal groups. Properly placed, even broad categories will yield an accurate estimate of population variability.—*M. D. Bown* (Columbia).

1608. Wootton, G. A. A recording system designed for the investigation of the electrical relations in the brains of small animals. *Canad. J. Res.*, 1940, 18, No. 4, 65-73.—(*Biol. Abstr.* XV: 192).

[See also abstracts 1638, 1889, 2037.]

#### NERVOUS SYSTEM

1609. Bailey, P., Dusser de Barenne, J. G., Garol, H. W., & McCulloch, W. S. Sensory cortex of chimpanzee. *J. Neurophysiol.*, 1940, 3, 469-485.—This paper reports the composite, functional mapping (location, extent, and sub-division) of the sensory cortex of 5 more (4 previously reported, see XIV: 1184) chimpanzees. The combined method of local strychninization and the recording of electrocorticograms was followed. Strychnine was applied to a small area and the electrical responses from 36 electrodes placed over the surface of the hemisphere recorded. In this way the extent and functional capacities of each area was determined. 3 major sub-divisions of the sensory cortex (arm, leg, and face) were mapped in detail, and on the basis of the physiological method used these areas were further subdivided into smaller functional areas or bands. The properties of the bands and their patterns of relationship with other areas or bands is often complex. Some bands fire or discharge a number of other areas in the leg, arm, and face regions and are in turn fired by some of these regions. Other bands evoke responses in more restricted areas. Still other bands, known as suppressors, fire only themselves and suppress activity in other regions. Finally, one type of band was known as a dud area, since it neither fired nor was fired by other areas. Throughout, the results are compared to functional mapping in the macaque.—*D. B. Lindsley* (Brown).

1610. Bertrand, I., Delay, J., & Guillaumin, J. *L'électroencéphalogramme normal et pathologique*. (The normal and pathological electroencephalogram.) Paris: Masson, 1939. Pp. 269. Frs. 103.—This handbook of electroencephalography is intended to serve as a guide to the research worker. The chapters deal with: (1) historical account; (2) technique, description, and cost of the various apparatus used in different countries; (3) characteristics of the EEG in normal subjects, alpha and beta waves, variations in animals, and variations according to age, type, and health; (4) modifications with various normal sensory stimulations and pathological sensory activity (hemianopsia, visual hallucinations, anesthesia); (5) the EEG in normal

psychological activity (attention), in normal, experimental, and pathological sleep, and in coma and hypnosis; (6) the EEG in normal motor activity, in epilepsy, and in other involuntary movements; (7) localization value of the EEG; (8) techniques in research work (Bremer's method of the isolated cortex, direct electric stimulation, effects of changes in temperature, of ischemia, asphyxia, acapnia, of variations in the metabolism, and in the pH, influence of various substances, such as acetylcholine, nicotine, camphor, alcohol, cocaine, mescaline, insulin, etc.); (9) the 2 main features of electric activity of the brain, its automatic and synchronized aspects. A bibliography of 20 pages of French, English, and German titles.—*C. Nony* (Paris).

1611. Bucy, P. C., & Case, T. J. An association between homonymous hemianopsia and unilateral absence of the alpha waves. *Trans. Amer. neurol. Ass.*, 1940, 66, 17-20.—The authors report 8 cases of homonymous hemianopsia in which there was a marked difference between waves on the two sides. 5 of these cases were operated for various tumors. Unilateral loss of occipital alpha waves and homonymous hemianopsia probably both result from destruction of the optic radiations. The alpha waves may be a cyclic electrical phenomenon circulating in a chain of neurones, one link of which are the optic radiations. The association of the 2 findings is very important for the diagnosis of temporal and occipital lesions.—*M. E. Morse* (Baltimore, Md.).

1612. Case, T. J. Electrical aspects of the epilepsies. *Dis. nerv. Syst.*, 1941, 2, 18-22.—"Epilepsy is accompanied by increased electrical activity of the brain. This activity has typical forms, but many departures from and mixtures of these forms are seen. Such increased activity is commonly present between clinical seizures and in their absence. This activity diminishes during adolescence. Electroencephalography is of signal value in the study of this increased electrical activity, and hence in the diagnosis of the 'epilepsies' and the prognosis of potential epilepsy."—*C. E. Henry* (Brown).

1613. Crile, G. A neuro-endocrine formula for civilized man. *Educ. Rec.*, 1941, 22, Suppl. 14, 57-76.—The brain is the executive of energy and is controlled by the thyroid gland for its constant energy and the adrenal glands for its emergency energy. In animals below the higher apes and man, one gram of brain is required to execute 12,115 small calories in 24 hours. The larger brain requires a larger thyroid gland for constant oxidation, while larger adrenal glands are required in wild life. This is borne out by the fact that the thyroid is relatively larger in civilized than in native man while the adrenals are smaller and that the adrenal glands of animals in the wild state are larger than the thyroid. That evolution cannot continue further in the direction of larger thinking brain and large thyroid gland is indicated by the increasing incidence of heart and vascular disorders, neurasthenia, and other so-called diseases of civilization.—*F. C. Paschal* (Vanderbilt).

1614. Filippov, A. N. [Methods of electrodiagnosis of the functional state of the neuromuscular apparatus.] *Fizioter., Mosk.*, 1940, 15, 72-9.

1615. Fowler, O. D. Neurophysiological and psychological changes induced by certain drugs: II. Electrocardiac changes. *J. exp. Psychol.*, 1941, 28, 37-52.—Electroencephalographic records were studied in relation to the action of 4 drugs, adrenalin, mechoyl, cocaine, and sodium amytal, on normal subjects and mental patients. Control experiments with saline injections were also made. No significant changes in mean wave frequency were found in the experiments with saline injections and no psychological changes were obtained, except for a report of slight excitement by one patient. In adrenalin experiments, one decrease in the mean number of waves was found, this being the case of a psychoneurotic who reported a return of his anxiety symptoms; no other changes were found. In the mechoyl experiments, significant increases in the mean number of waves were found in 3 of 7 cases; evaluation of the psychological changes was difficult because of the marked basic physiological reactions which the drug induces. Of 8 cocaine experiments, 3 showed increases and one a decrease in mean wave frequency; these changes appear to be related to psychological changes. In all of the experiments with sodium amytal but one, significant increases in mean frequency were found, and the psychological effect of the drug was noticeable in all cases.—*H. W. Karn* (Pittsburgh).

1616. Fulton, J. F. *Fisiologia del sistema nervioso*. (Physiology of the nervous system.) (Trans. by J. P. Suñer.) Mexico City: Ediciones Medicas Atlante, 1940. Pp. 650. \$25.00.—See XIII: 3412.

1617. Hughes, J. Some electrical signs of central nervous system activity. *Amer. J. ment. Def.*, 1940, 45, 210-212.—The author describes in a general way the accuracy of the electroencephalogram in diagnosing brain tumors and its usefulness in the diagnosis of epilepsy and other convulsive states.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1618. Kennard, M. A. Relation of cortex to basal ganglia in integration of motor activity of the infant. *J. nerv. ment. Dis.*, 1941, 93, 87-90.—Abstract and discussion.

1619. Libet, B., Fazekas, J. F., & Hunwich, H. E. A study of the central action of metrazol. *Amer. J. Psychiat.*, 1940, 97, 366-371.—"The effects of metrazol on 10 curarized dogs were studied with the aid of the electroencephalograph. The electrical changes of the cortex, hypothalamus and medulla with metrazol, uncomplicated by asphyxia and muscular movements are described. The effects of minimal convulsive dose could be prevented from developing by the injection of an appropriate amount of histamine. The mechanism for this inhibition is discussed. In the curarized (artificially respiring) animals, cerebral electrical changes appear with metrazol in the absence of any anoxemia. It is, therefore, suggested that a comparative study of the

effects of metrazol in curarized and uncurarized patients could be used to determine the importance of anoxia in the therapeutic mechanism of metrazol treatment."—*R. Goldman* (Boston Psychopathic Hospital).

1620. Lotmar, F. Zur Kenntnis der herdanatomischen Grundlagen leichter optisch-agnostischer Störungen. (A contribution to the knowledge of the focal anatomical bases of milder visual agnostic disturbances.) *Schweiz. Arch. Neurol. Psychiat.*, 1938, 42, 299-322.—Following an embolic softening, a 73-year-old woman had a residual sensory aphasia, alexia, agraphia, ideokinetic and ideational apraxia, inability to copy figures, and disturbances of visual recognition. Serial sections of the brain showed the right hemisphere and splenium intact, and a focus involving LO<sub>1</sub>, O<sub>2</sub>, the dorsal part of O<sub>3</sub>, the white matter of these convolutions, the gyrus angularis, the posterior part of the supra-marginal gyrus, the posterior and middle parts of T<sub>1</sub> and T<sub>2</sub>, the posterior part of T<sub>3</sub>, Heschl's convolution, and the ventral part of P<sub>1</sub>. This case proves for the first time that a focal lesion of the convexity of the left occipital lobe without an accompanying lesion of the splenium can produce permanent visual aphasia.—*M. E. Morse* (Baltimore, Md.).

1621. Nielsen, J. M. Dominance of the right occipital lobe. *Trans. Amer. neurol. Ass.*, 1940, 66, 43-45.—In the majority of persons dominance of one occipital lobe for non-language associative functions is so slight that destruction of either lobe leaves little or no loss of that function. In the minority, however, dominance is so strong that destruction of the major lobe causes severe associative disability. In about 75% of these cases the occipital lobe ipsilateral to the major temporal lobe is dominant; in the remainder, crossed temporal-occipital dominance is found. Ontogenetically, occipital dominance develops before handedness or language determines temporal dominance. Nielsen in 1937 collected from the literature 13 cases of unilateral occipital dominance, 4 being right-sided. He added 2 personal clinical cases indicating right-sided dominance. He now reports 2 autopsied cases in which a right occipital lesion in right-handed persons caused visual agnosia for objects. In the second case recognition and revisualization of animate objects was preserved, while the same functions for inanimate objects were lost. The conclusion is that in exceptional cases of psychic blindness laterality of brainedness for language and non-language functions does not agree.—*M. E. Morse* (Baltimore, Md.).

1622. Riese, W. Critique et interprétation rationnelle du principe de intégration. (Critique and rational interpretation of the principle of integration.) *Schweiz. Arch. Neurol. Psychiat.*, 1939, 44, 313-319.—To attribute to the cerebral centers the power of integration is to misunderstand the depth and meaning of the concept. The principle is opposed to the classical idea of cerebral localization. The central nervous system plays a preponderant but not an exclusive role, and in fact, the peripheral



nervous system appears to determine the characteristic organization of a species. The basic mechanism of integration is selection of stimuli. Even admitting that selection is a passive result of structure does not solve the problem. Not even the most highly organized matter could accomplish such a selection; it is only the material support. The cause of structure is the constructive plan of the total, biologically oriented organism, a functional ensemble which tends to conserve the organism's stability at a normal level. This end is inherent in all the parts. An integrated action cannot be reduced to simple stimulation and inhibition. The unification of heterogeneous elements (integration) is impossible if they are incompatible with this unifying action. This brings in Kant's theories of space and time.—*M. E. Morse* (Baltimore, Md.).

1623. **Rose, M.** *Le cerveau de Joseph Pilsudski. Première partie.* (The brain of Joseph Pilsudski. Part 1.) Vilna: 1938. Pp. 211.—[Abstracted review; original not seen.] This study, undertaken at Pilsudski's request, was carried out at the late Polish Institute for Brain Investigation (Vilna), but the material is now in the Zurich Institute for Brain Anatomy. The present part is a macroscopic study by Economo's macrocephalometric method. A continuous series of 13,000 sections exists, but Rose's death interrupted their study. The outstanding macroscopic characteristic of the brain is its rich fissuration, which shows marked individual peculiarities, especially in the frontal and lower parietal regions. Asymmetry between the hemispheres is also prominent. Regarding the question as to how far the macro- and microscopic peculiarities of a brain (especially of a talented person) can be correlated with the individual's characteristics the study remains inconclusive.—*M. E. Morse* (Baltimore, Md.).

1624. **Scarff, J. E., & Rahm, W. E., Jr.** *The human electrocorticogram.* *Trans. Amer. neurol. Ass.*, 1940, 66, 20-25.—The authors describe the electrical activity of the exposed cortex in 16 patients operated on under local anaesthesia for various conditions. No sharp localizations of spontaneous rhythms were found. The central sulcus was apparently the anterior limit of the alpha rhythm; the optic nerve anterior to the chiasm yielded alpha waves. In general, alpha activity may be allied with sensory function, while beta waves are only slightly, if at all, affected by it. Potentials of less than 8 cycles per sec. occurred in damaged areas in all locations. Tumors were electrically inactive. In encapsulated tumors the adjacent reaction (slow waves) was circumscribed; in infiltrating tumors, it was widespread. In increased intracranial pressure (patient alert) large, slow waves occurred over the distended dura; following ventricular tap they were immediately supplanted by beta activity. In diffuse cortical lesions normal rhythms were interspersed with slow waves. Focal convulsive disorders showed localized abnormalities with a background of diffuse dysfunction. The spike and wave pattern

was never observed. In evaluating spontaneous cortical activity the type and depth of anaesthesia must be considered.—*M. E. Morse* (Baltimore, Md.).

1625. **Schaffer, K.** *Einiges über das Gehirn der Hochtalente.* (Notes on the brain of highly talented persons.) *Schweiz. Arch. Neurol. Psychiat.*, 1939, 44, 347-352.—The anterior and posterior association centers attain outstanding development either superficially through richer fissuration, or internally through a larger number of cells, or if their number remains average, through greater size of the cell body. Schaffer describes the brain of an intelligent but microcephalic young woman whose cortical nerve cell count averaged 352 per cmm. (usual number 115). Also the case of a musical genius is described in whom the nerve cells of the auditory center were remarkably large. Rose's studies of Pilsudski's brain (see XV: 1623) are discussed. The cortex of gifted persons is distinguished either by a superaverage functional (convoluted) or morphological (cellular) development. Investigations are needed to determine whether variations of fissuration are expressions of normal constitutional lability.—*M. E. Morse* (Baltimore, Md.).

1626. **Souques, A.** *L'anatomie et la physiologie du système nerveux d'après Descartes.* (Anatomy and physiology of the nervous system according to Descartes.) In Various, *Mélanges Pierre Janet*. Paris: d'Artrey, 1939. Pp. 253-264.—*C. Nony* (Paris).

1627. **Weinberg, A. M.** *On the formal theory of nerve conduction.* *Bull. math. Biophys.*, 1940, 2, 127-133.—"A general solution of the formal nerve conduction problem is given. As illustrations of the general method, the capacitative single-factor and the non-capacitative Lapicque problems are solved. Comparisons between velocity formulae for capacitative and non-capacitative models indicate that previously determined non-capacitative velocities are considerably too high."—*N. R. Bartlett* (Brown).

[See also abstracts 1608, 1643, 1650, 1662, 1670, 1683, 1686, 1689, 1698, 1704, 1758, 1784, 1785.]

## RECEPTIVE AND PERCEPTUAL PROCESSES

1628. **Bartlett, M. R.** *Minimal auditory stimuli during the onset of sleep.* *Amer. J. Psychol.*, 1941, 54, 109-112.—4 trained S's (3 men, 1 woman) were used; they were selected because they could readily sleep when sitting up. A General Electric audio-oscillator of 1000 cycles was the sound source. Auditory thresholds were determined at approximately 2 min. intervals, using only the ascending series of the method of limits. "A study of the curves of auditory sensitivity during the onset of sleep indicated the following: (1) The only typical change in all of the curves of audition was a rise from the initial readings to the final ones. (2) The amount of the rise differed widely among the S's. (3) There was a marked individual difference in the slope of the curves of audition for the S's used."—*D. E. Johanssen* (Skidmore).

1629. Baum, W. S., & McCoord, A. B. The relationship between biophotometer tests and the vitamin A content of the blood of children. *J. Pediat.*, 1940, 16, 409-418.—(*Child Developm. Abstr.* XIV: 1603).

1630. Betts, E. A., & Austin, A. S. Seeing problems of school children. *Optom. Wkly.*, 1940, 31, 1151-1153; 1181-1183; 1209-1211; 1237; 1265-1268; 1293-1295.—In six articles based on studies of 109 fifth grade children, data are presented for near-point of convergence, visual acuity, visual efficiency measured by Betts tests, interpupillary distance, ocular motility, and symptoms of ocular discomfort.—D. J. Shaad (Lawrence, Kansas).

1631. Calli, E. *Psicologia delle sensazioni organiche*. Vol. I. (Psychology of the organic sensations. Vol. I.) Naples: Rondinella, 1939. Pp. 451. L. 30.—[Abstracted review; original not seen.] This is an analysis by the introspective method of the principal facts of the psychovegetative life. After an introductory discussion and classification of organic sensations, Calli treats separately gastrointestinal, respiratory, circulatory, secretory, urethral, and sexual sensations. He gives the characteristics and manifestations of each sensation and its value in relation to the physiology of the organ in question. The literature is systematically reviewed.—M. E. Morse (Baltimore, Md.).

1632. Ellson, D. G. Hallucinations produced by sensory conditioning. *J. exp. Psychol.*, 1941, 28, 1-20.—A tone with a gradual onset and decline was used as an unconditioned stimulus in this experiment. The tone was paired for 60 trials with a light, used as a conditioned stimulus. 32 of 40 subjects reported hearing the tone when the light was presented alone. Control experiments showed that the effect was not due entirely to suggestion. No conclusion was reached as to whether the phenomenon was true conditioning. Leuba's contention that conditioned sensations may be identical with what has been called images was supported, but it was concluded that the conditioned sensations of the present experiment were better described as hallucinations since they were not discriminated from perceptions of a physical stimulus.—H. W. Karn (Pittsburgh).

1633. Fabre, C. *Il problema della percezione sensoriale*. (The problem of sensory perception.) *Boll. Fil.*, 1938, 4, No. 1, 1-62.—[Abstracted review; original not seen.] This article begins with a discussion of Gestalt psychology and its criticism by Rignano, Janet, Piaget, and the author himself. The second part deals with the Aristotelian-Thomistic theory of perception, pointing out the possibilities for explaining the facts of modern psychology in terms of scholastic philosophy. The problems posited by the Gestalt theory, are real problems also for scholasticism. Sensory experience is either structured from its very beginning, or it is synthesized secondarily into structures. The primary organization supplies only the starting point for the secondary organization which constitutes the

complete perceptive fact. Scholastic psychology considers primary and secondary sensory organization, and finally pure intellectual organizations. The unification of sense data with regard to intellectual principles is the achievement of *vis cogitiva*.—M. F. Martin (Northampton State Hospital).

1634. Hallpike, C. S., & Scott, P. Observations on the function of the round window. *J. Physiol.*, 1940, 99, 76-82.—No change of cochlear sensitivity to tones of low frequency (as recorded by action potentials in the contralateral auditory tract) was found to result from occlusion of the round window by plaster of Paris in 14 cats. Similarly, in a human subject, occlusion of the round window by a pathological formation of new bone caused no change of sensitivity to low tones. These findings apparently contraindicate an acoustic function of this membrane as postulated by the resonance hypothesis. The alternative hypothesis of its connection as a stabilizing device with the flow of the perilymph is suggested.—M. E. Morse (Baltimore, Md.).

1635. Holway, A. H., & Boring, E. G. Determinants of apparent visual size with distance variant. *Amer. J. Psychol.*, 1941, 54, 21-37.—"The apparent size of a standard stimulus subtending a visual angle of 1 degree was measured as the distance of the standard was varied from 10 to 120 ft. Functions relating apparent size to distance were obtained from 5 Os under four different sets of conditions: (1) direct binocular regard; (2) monocular regard; (3) monocular regard through a small artificial pupil; and (4) monocular regard through the artificial pupil and a long black reduction tunnel. For each of these conditions the most probable form of the function relating apparent size to distance was found to be linear. These conditions, considered in the order in which they have been named, represent a serial reduction of the size perception. In binocular regard apparent size is the resultant of the interoperation of many determinants, which are successively reduced in number in the three remaining sets of conditions. This reduction is paralleled by a consistent change in the slope of the line that relates apparent size to distance. The limits of variation of this slope are—at least approximately—(1) the function for size as constant in spite of change of the perceived object's distance and (2) the function for size as proportional to the visual angle subtended by the perceived object. Binocular regard gave a function close to the function for size constancy. Reduction of the perception from binocular regard brought the function nearly, but not entirely, to the slope for apparent size as wholly dependent upon retinal size."—D. E. Johannsen (Skidmore).

1636. Householder, A. S. A note on the horopter. *Bull. math. Biophys.*, 1940, 2, 135-140.—"By assuming the fixity (but not the symmetry) of corresponding points on the two retinae, it is possible to derive the equation of any horopter when one is known. In particular when, as experiment shows, one horopter is linear, then all horopters must be

conics. These have the form given by Ogle, but whereas Ogle leaves one parameter undetermined at each fixation, on our assumption the only arbitrary parameter is determined by the position of the linear horopter."—N. R. Bartlett (Brown).

1637. Householder, A. S. A neural mechanism for discrimination. III. Visually perceived lengths and distances. *Bull. math. Biophys.*, 1940, 2, 157-167.—"A previously discussed neural mechanism for the discrimination of intensities is here applied to the judgment of visual lengths and distances on the assumption that the 'intensity' associated with the magnitude being perceived is the intensity of innervation of the appropriate eye muscles necessary for scanning and fixating. Comparison with experimental data is made in the case of the judgment of lengths."—N. R. Bartlett (Brown).

1638. Landahl, H. B. A contribution to the mathematical biophysics of psychophysical discrimination. III. *Bull. math. Biophys.*, 1940, 2, 73-87.—"The neural mechanism previously discussed is further generalized. The case is considered in which a random variation is associated with each stimulus. The mechanism is generalized and equations are derived for discriminations between stimuli differing in several modalities. The latter indicate an analysis by the factor method. Suggestions are made in connection with the use of triads and with the problem of a multidimensional psychophysics."—N. R. Bartlett (Brown).

1639. Meesters, A. Über die Organisation des Gesichtsfeldes der Fische. (On the organization of the visual field in the fish.) *Z. Tierpsychol.*, 1940, 4, 84-149.—Pairs of geometric figures were presented to sticklebacks, minnows, and dories in a test aquarium, using both voluntary selection and trial-and-error training techniques to determine preferences, discrimination, and factors of visual organization. The results showed spontaneous preferences for the larger of two figures, as well as for a circle over a cross, solid figures over outline figures, horizontal over vertical lines, and the unlike figure among similar figures. Wertheimer's laws of similarity, proximity, etc. were found to hold substantially in the organization of the visual field of the fish. Size constancy was found in the stickleback. The minnow showed a differential threshold of 5% in distinguishing the areas of squares. Thresholds of shape and movement seemed to be related to the type of prey each species fed on, and after training with food of a special shape the fish would be apt to react to any stimulus of remotely similar shape.—G. M. Gilbert (Bard).

1640. Olsson, G. F. Experimentelle Untersuchungen über Farbgleichungen im zentralen und parazentralen Sehen. (Experimental studies on color equations in central and paracentral vision.) Stockholm: Esselte Aktiebolag, [1940?] Pp. 153.—[Abstracted review; original not seen.] Experiments were made with Gullstrand's color mixing apparatus. The author confirmed the findings of others that curves for complementary colors are

distinct for central and paracentral vision, but cross at blue-green, at which point the curves are the same. According to the present theory, white light passing through the yellow pigment of the fovea should be changed toward yellow, and paracentrally, white light should be relatively blueish. The author disputes this, stating that the differences are caused by a color change of the homogeneous lights during their transition into paracentral vision. A résumé of the physiology of the color sense is included.—J. E. Bader (Brandon State School).

1641. Piéron, H. Papillotement, persistance, persévération. (Flicker, persistence, perseveration.) In Various, *Mélanges Pierre Janet*. Paris: d'Artrey, 1939. Pp. 217-221.—The examination of individual differences in critical flicker frequency, formerly used by Pierre Janet in the study of hysteria, might show interesting results in the measurement of personality. A brief summary of the most recent investigations on the persistence of visual sensations and fusion, according to the experiments of Hecht, Creed and Granit, Sachs and Kohlrausch, and the author himself, is presented. The peripheral and central fusion theories are discussed. Critical flicker frequency is not purely determined by the persistence of light sensations. The fact that in states of depression the differential sensibility becomes less acute, as well as the results of various experiments made by pupils of the author (Shen, Ségal, Durup and Fessard, Goldman and Ségal), seem to indicate cerebral influences.—C. Nony (Paris).

1642. Pohlman, A. G. A variable in the sensitivity to bone-conducted sounds. *Proc. Soc. exp. Biol.*, N. Y., 1940, 45, 662-664.—Wheatstone observed that when a vibrating tuning fork was placed in contact with the top of the head, the sound was heard in the head, but that if the external ear canal was blocked, the sound was heard in that ear. Pohlman and Kranz confirmed this finding and showed that the increased bone sensitivity was limited to the lower frequency range. Von Békésy suggested that the skull vibrates as a whole to low frequencies when vibrations are applied to the forehead and that the lower jaw tends to lag behind, producing a counter-thrust and vibrations in the region of the ear canal. These vibrations are more effectively conducted to the internal ear when the external canal is occluded. As a test of this theory observations were made with teeth separated and clenched, and no difference was observed. A second test involved connecting bone receivers attached to an audiometer to upper and lower teeth with bite open. It was assumed that when receivers were in phase, lag in mandible would disappear along with the phenomenon and that when out of phase, the phenomenon should be increased. No changes could be detected under the two conditions. The theory is not supported.—H. Peak (Randolph-Macon).

1643. Tower, S. S. Unit for sensory reception in cornea. *J. Neurophysiol.*, 1940, 3, 486-500.—



Action potentials were recorded from the long ciliary nerves of cats, both in the whole nerve and in the nerve cut down until only a few fibers remained. By isolating the responses of individual fibers it was found that the sensory unit consists of ramifying branches which may extend over a quadrant or more of the cornea, sometimes even over the sclera and conjunctiva. Near the center of a branching neuron field the threshold of stimulation is lower, the frequency of response higher, and the rate of adaptation slower than near the periphery. Both adaptation and fatigue are localized at the site of stimulation. Fairly strong stimulation of a point with a von Frey needle provoked impulses of a frequency as high as 220 per second in individual fibers, and up to 500 per second in the whole nerve. Rate of adaptation varied with the site and intensity of stimulation. Near the periphery it was rapid and might be complete after a single impulse discharge; with stronger stimuli in the same area adaptation might not be complete for 10 seconds or longer. Some spontaneously discharging sensory elements were encountered. Stimulation in other regions of a sensory unit field might either inhibit or facilitate the response of such a spontaneously responsive unit. The sclera is poorly supplied with fibers except near corneal margin; the iris is extremely sensitive, but the lens is not.—*D. B. Lindsley* (Brown).

1644. Verrier, M. L. Les facteurs rétinien des l'acuité visuelle des vertébrés. (Retinal factors of visual acuity of vertebrates.) *C. R. Acad. Sci., Paris*, 1939, 209, 845-848.—Visual acuity does not depend entirely on the limen for two-point discrimination although it is one of the chief elements. There are 3 different opinions regarding the anatomical basis of visual acuity: for some authors, it depends upon the shape of the visual cells (the cones); for others, upon their diameter; for others still, upon the relationship of the number of visual cells to the number of ganglionic cells. Each opinion is successively examined from the point of view of comparative ophthalmology and tested by means of data gathered from more than 200 types of vertebrate retinas. The conclusion is that none of the above 3 opinions is entirely correct, and that each one, if held exclusively, may lead to errors of interpretation. Besides, it becomes obvious that the two-point limen for discrimination is independent of the shape of the visual cells, i.e., it is by no means limited to cone cells.—*C. Nony* (Paris).

1645. Weitz, J. Vibratory sensitivity as a function of skin temperature. *J. exp. Psychol.*, 1941, 28, 21-36.—The evidence of this study shows that with increasing skin temperature, vibratory thresholds decrease to a minimum, at which point, with further heating, these thresholds rise. The function uniting temperature and vibratory sensitivity is similar to that linking temperature and pressure sensitivity, with the minimal thresholds falling at approximately the same point. With decreasing skin temperature vibratory thresholds show a continuous rise. The

effects of warming and cooling the skin are shown to be not due to changes in skin conductivity or to the result of gross vascular action. There is no dependence of temperature function on stimulus frequency. A chemical theory is postulated to explain the results.—*H. W. Karn* (Pittsburgh).

1646. Wesman, A. G., & Eisenberg, P. The perception of relationship in human adults. *J. exp. Psychol.*, 1941, 28, 63-76.—117 college students were taught to discriminate between 8 sets of 2 similar figures mounted on cards and differing only in one variable, i.e., size, color, shape, etc. After the desired discrimination had been learned, the 'incorrect' figure was replaced by a third figure which was an exaggeration of the quality in which the first 2 figures differed. Thus, if the subject had learned to select the larger of 2 squares, the smaller was replaced by a square larger than either of the first 2 figures. Response to the new larger square is called relational and considered incorrect; response to the old larger square, now the smaller, is called absolute and considered correct. The responses were 69.4% relational, and 19.9% absolute. Introspection revealed the need for a third category, called 'specific,' which represented 10.7% of the responses, and consisted objectively of both relational and absolute responses. Specific responses were made on such basis as color preference, esthetic judgment, etc. Discovery of this new category is considered highly important because it raises the question whether relational responses are actually fundamental as stated by Köhler and by Koffka.—*H. W. Karn* (Pittsburgh).

1647. Zwilling, E. An experimental analysis of the development of the anuran olfactory organ. *J. exp. Zool.*, 1940, 84, 291-323.—The olfactory organ in Rana is determined before the neural plate as such has formed, and the superficial ectodermal layer is not involved in the formation of either the nasal invagination or the nasal epithelium.—*L. Carmichael* (Tufts).

[See also abstracts 1620, 1810, 1814, 1815, 1816, 1818, 1921, 1930, 1941, 2019.]

## LEARNING, CONDITIONING, INTELLIGENCE

(incl. Attention, Thought)

\*1648. Claparède, E. La perte des idées. (The loss of ideas.) *Arch. Psychol., Genève*, 1940, 28, 59-63.—After passing his 60th birthday, the author has noticed that ideas which occurred to him while walking home from his office could not be recalled when he wanted to put them down after reaching his study. Emotional factors (fear of forgetting) do not explain this, since it took place also when he jotted the ideas down immediately. It appears that, because the "happy thought" was largely accidental, it did not result from a logical sequence of ideas, and hence could not be reconstructed by an orderly logical process.—*H. Beaumont* (Kentucky).

† 1649. Cofer, C. N. A comparison of logical and verbatim learning of prose passages of different lengths. *Amer. J. Psychol.*, 1941, 54, 1-20.—"An experiment designed to compare logical and verbatim learning of prose selections is reported. 24 college students learned 16 Indian folk tales of 25, 50, 100, and 150 words either logically or verbatim. Trial by trial records of the course of learning were made, and these data scored by means of 3 word and 3 idea scoring methods. The results secured lead to the following conclusions. (1) Verbatim learning requires more trials than does logical learning. (2) Difficulty, in terms of trials to learn, increases more rapidly with increase in amount of material for verbatim than for logical learning. (3) Where logical learning is done under instructions to learn logically, the rate of increase in difficulty with increase of passage length is less than where logical learning is done under instructions to learn verbatim. (4) Verbatim learning requires both more total time and more time per unit than does logical learning, and it is the more affected of the two by increases in length of material as shown by learning time. . . . (8) For a small group of S's who served in relearning after an interval of 9 mo., there were slight savings for the two longest passages learned verbatim, but none for logical learning."—D. E. Johannsen (Skidmore).

1650. Coker, C. Optical memory. *Optom. Wkly.*, 1940, 31, 1308.—A visual perceptive center and a visual memory center in the brain are postulated to account for optical memory. The paper is reprinted from *Aust. J. Optom.*—D. J. Shaad (Lawrence, Kansas).

† 1651. Delacroix, H. L'invention et le génie. (Invention and genius.) In Dumas, G., *Nouveau traité de psychologie*. Vol. VI, Bk. 4. Paris: Alcan, 1939. Pp. 447-539.—This is a survey of the problem, presented in 7 sections. (1) Theories and scope of inventiveness are outlined, and the relation of inventiveness to intelligence is discussed. Reference is made to Claparède's theory that every intelligent act includes question, hypothesis, and verification. (2) Inventions are seen as a step-wise process which is difficult to investigate, and the inadequacy of current tests of ingenuity is pointed out. (3) The problem of the genius and particularly the fundamental similarity between artistic and scientific inventiveness are considered. (4) Individual differences in genius are described. (5) Poetic and musical inspiration and the role of the emotions are discussed. (6) Imagination and its world are treated. (7) Finally, plastic and affective imagination are compared. Historical examples serve as illustrations throughout.—C. Nony (Paris).

1652. Frye, A. M., & Levi, A. W. Rational belief, an introduction to logic. New York: Harcourt, Brace, 1941. Pp. vii + 482. \$2.75.—The book contains all the basic materials of conventional logic plus considerable semantic material. Part (1) treats the logic of meaning; part 2, the logic of propositions; part 3, the logic of truth; appendix A,

the symbolic expression of equivalence between propositions; appendix B, the symbolic expression of equivalence between syllogisms; appendix C, the reduction of moods and figures; appendix D gathers together for classification the various fallacies previously discussed throughout the book. Included with the book, but lacking publisher's identification etc., is a pretest in logic pamphlet of 8 pages.—R. B. W. Hutt (Trinity, Hartford).

1653. Goodenough, F. L., & Maurer, K. M. The relative potency of the nursery school and the statistical laboratory in boosting the IQ. *J. educ. Psychol.*, 1940, 31, 541-549.—"Our conclusion is . . . that the Iowa statistical laboratory has played a far greater part in affecting the 'intelligence' of children than has the Iowa nursery school, and that the differential pattern of gains and losses upon retest shown by children whose initial IQ's fell at the extremes of the distribution is a statistical rather than an educational phenomenon. A similar difference appears not only in the test results of children attending a nursery school that makes no claim to improve intelligence, but also in the records of children remaining in their own homes, provided that the same misuse of statistical methods occurs."—R. M. Bellows (Maryland).

1654. Guilford, J. P., & Cotzin, M. Judgment of difficulty of simple tasks. *Amer. J. Psychol.*, 1941, 54, 38-52.—"The question was raised as to whether S's appreciate the increase in difficulty of simple tasks in direct proportion to their actual difficulty. The tasks employed were judgments of items in the Seashore tests of pitch, intensity, and time discrimination. The same items were scaled objectively for difficulty by using proportions of failures as data. Judgments of felt difficulty were given by matching the tasks with lifted weights. The following conclusions seem justified. (1) The difficulty of lifting weights is appreciated as being proportional to the logarithm of the weight, showing that Fechner's law holds for judgments of effort in this task. (2) The felt difficulty of judging auditory differences is proportional, not to the objectively scaled difficulty but to the logarithm of the scaled difficulty. (3) Items of the same objective difficulty from different kinds of tasks were matched with approximately the same average weight. Within the limits of these experiments this indicates an absolute impression of difficulty of the auditory tasks. (4) Possible reasons for the law of diminishing returns in the appreciation of increasing difficulty in these experiments lie in the paucity and undependability of the cues in this kind of work. (5) A rationale of the appreciation of difficulty leads inevitably into problems of motivation."—D. E. Johannsen (Skidmore).

1655. Henneman, R. H., & Talley, J. G. A classroom demonstration of the conditioned response. *Amer. J. Psychol.*, 1941, 54, 115.—D. E. Johannsen (Skidmore).

1656. Hilgard, E. R., & Sait, E. M. Estimates of past and of future performances as measures of

aspiration. *Amer. J. Psychol.*, 1941, 54, 102-108.—"Estimates of past and of future scores were made by 50 college students participating singly in experiments on card sorting and on pursuit learning. Discrepancy scores, whether based on estimates of past or future performances, showed significant positive correlations within and between tasks. The positive correlations for discrepancy scores between tasks were obtained in spite of the dissimilarity of tasks as shown by the lack of correlation between the raw performance scores. The similarity of discrepancies when estimates referred to completed performances and when they referred to future performances suggests that the subjective distortion is similar whenever there is uncertainty in estimating the score on a realistic basis."—D. E. Johannsen (Skidmore).

1657. Johnson, D. M., & Rhoades, C. Measurement of a subjective aspect of learning. *J. exp. Psychol.*, 1941, 28, 90-92.—25 photographs of people were presented, to one observer, who was to associate with each picture: (1) a name, (2) a vocation, (3) a recreation. Thus a series of 75 items was to be learned. The series was presented once a day for 10 consecutive days. Knowledge of results was not given. The subject reported degree of confidence in her judgments after each 75 judgments. Learning curves were graphed for: (1) number of successes, (2) median time of judgment, and (3) mean confidence. The curves for accuracy and for time are of the usual form. The confidence curve parallels the accuracy curve after the second trial. Near the beginning of the confidence curve there is an inversion. The subject expressed moderate confidence even on the first trial. Then, when the difficulty of the task was appreciated, confidence went down, to rise later on a firmer basis.—H. W. Karn (Pittsburgh).

1658. Mavrit, H. *L'intelligence créatrice*. (Creative intelligence.) Paris: Alcan, 1939. Pp. 152. Frs. 25.—This partly literary, partly philosophical, and partly psychological book is the work of an enthusiastic disciple of Bergson. The main headings are: intelligence and intuition; intelligence and the will to live; intelligence and abstraction; language; suggestion and intuition; poetry and truth; the birth of a poem; pre-thought; the nature of intuition; imagination as creative thought; memory and creativity; art and passion; action; the everlasting self; the eternal youth of intelligence; poetry and philosophy; the mission of science; the good and the intelligible; thought as a fight against death; and creativity as a duty of every man.—C. Nony (Paris).

1659. Nissenson, M., & Sargent, S. S. Words as configurations. *J. exp. Psychol.*, 1941, 28, 85-89.—In this study no evidence was found for the general statement that a meaningful word is a more cohesive configuration than a meaningless pattern of letters. Some subjects experienced greater difficulty in rearranging the letters of meaningful words. The mental set or attitude of the individual subjects

was a crucial factor. Awareness of the problem plus a conscious effort to ignore the meaningful configuration might diminish or even overcome interference effects.—H. W. Karn (Pittsburgh).

1660. Patrick, C. Whole and part relationship in creative thought. *Amer. J. Psychol.*, 1941, 54, 128-131.—In 2 studies of creative writing and creative drawing, it was found that approximately the same stages appeared: (1) preparation, the assembling of ideas; (2) incubation, repetition, modification, and selection from the associations; (3) illumination, the crystallization of the final idea; and (4) verification and revision of the idea selected. An analysis of these data indicates that during the first 2 stages the creator may start either with a general idea or mood (approximately 52% of the S's did this), or with a detail which is expanded (approximately 27% did this). The third stage is almost universally a general idea, while the fourth results in the addition of details.—D. E. Johannsen (Skidmore).

1661. Porter, E. H., Jr. An investigation of the alleged function of emphasis in a simple discrimination problem. *J. exp. Psychol.*, 1941, 28, 77-84.—"Matched groups learned series of number pairs. The subjects whose correct responses were accompanied by an emphasis performed significantly better than subjects whose incorrect responses were accompanied by an emphasis. Subsequent to the learning period, the subjects were presented with a sheet of paper bearing all of the numbers, no longer paired, which had appeared in the learning series and in addition some numbers which had not appeared. No one group identified significantly more of the numbers as having been correct, incorrect or not-included than did any other group. From this it was concluded that the group which had performed significantly poorer in the learning situation had not learned significantly less and that the inferior performance was due to factors other than the amount learned."—H. W. Karn (Pittsburgh).

1662. Sanders, F. K., & Young, J. Z. Learning and other functions of the higher nervous centers of *Sepia*. *J. Neurophysiol.*, 1940, 3, 501-526.—The advantages of working with *Sepia* (cephalopods) in learning situations are pointed out. They have a wide range of sensory and motor capacities, they show evidence of intelligence in problem solving and have a particular capacity for learning. Their nervous system consists of lower motor, higher motor, primary sensory, and correlation centers (so-called silent areas). Complete removal of correlation centers causes no superficial abnormalities of behavior. The animal can see, steer, and move about and shows no evidence of hyper- or hypo-excitability. Its reaction to a prawn is still a normal one of approach, seizure, and eating. After complete removal of correlation centers the *Sepia* is, however, no longer able to hunt, that is, follow a prawn after it has passed out of sight around a corner. Also the animal suffers some disturbance of learned inhibition in connection with its conditioning not to



shoot out its tentacles at a prawn passing in front of a glass plate. 3 *Sepia* were trained not to respond to a prawn showing behind a glass plate with a white circle, but to respond in the absence of the circle. An hypothesis involving the concept of self-re-exciting chains of neurons and their activation by afferent impulses is proposed as a basic mechanism in learning.—*D. B. Lindsley* (Brown).

1663. **Smith, K. U.** The acquisition of the token-reward habit in the cat. (Film.) Bethlehem, Pa.: Psychological Cinema Register, Lehigh University, 1937. 400 ft., silent. \$20.00.—This film depicts the behavior of cats in using a ball as a token to obtain food. Each of 4 cats is trained to press a string which releases a rubber ball into its cage. The ball in turn is rolled into a chute which removes a barrier to the food pan. The animals quickly learned the initial and secondary habits. For a few trials one cat "stole" the balls from the magazine.—*L. F. Beck* (Oregon).

1664. **Stephens, J. M.** Some anomalous results of punishment in learning. *Sch. & Soc.*, 1940, 52, 703-704.—The finding of Thorndike and others that an association is not weakened by symbolic punishment may be explained by the fact that the associations studied were weak. The author's hypothesis is that "the relative influence of punishment and reward is a function of the initial strength of the association. As we proceed from initially weak to initially strong associations, the influence of punishment increases and that of reward decreases." This hypothesis was tested by giving the same multiple answer questionnaire, with a 3-point rating of assurance for each answer, to high school boys on 3 successive days. They were then told which answers were right and wrong, except in the case of control questions. The effect of this information was determined by repeating the test on the 4th day. The stronger the association as attested by the rating the more it was affected by punishment (being marked wrong); the weakest associations were most affected by reward (being marked right).—*M. Lee* (Chicago, Ill.).

1665. **Sterling, K., & Miller, J. G.** Conditioning under anesthesia. *Amer. J. Psychol.*, 1941, 54, 92-101.—"Attempts were made to condition 30 cats under sodium evipal anesthesia. The unconditioned stimulus was a puff of air directed at the face of the cat, which elicited the eyelid-closing response. The conditioned stimulus was the buzz of an electric buzzer. Of the 30 animals, 22 could not be conditioned under anesthesia and 8 were successfully conditioned. Conditioning could not be developed at a depth of anesthesia at which the eyelid-closing reflex and the homolateral leg-flexion to sciatic nerve stimulation had disappeared." These data are considered theoretically.—*D. E. Johannsen* (Skidmore).

1666. **Stoddard, G. D.** The growth and decline of intelligence. *Educ. Rec.*, 1941, 22, Suppl. 14, 77-88.—The 6 major points of disagreement in the nature-nurture controversy are outlined. Recent

research has included the remeasuring of the children used in the Skeels-Skodak study with a resulting median IQ of 113 (at their last previous testing it was 112), and the reanalyzing of the IQ changes in the Davenport orphanage children, the results of which were in the direction of larger gains by the preschool group. Two recent doctoral theses are also abstracted. Mental development is determined by cultural conditions which are in the larger part scholastic, hence intelligence, as revealed by measures of the Binet type, can only be interpreted as scholastic aptitude.—*F. C. Paschal* (Vanderbilt).

1667. **Thorndike, E. L.** Mental dynamics shown by the abbreviation and amelioration of words in hearing and remembering. *Amer. J. Psychol.*, 1941, 54, 132-133.—In an experiment in learning the English equivalents of French words there were many errors caused by mishearing, distortion in memory, or both. Assuming the law of frequency to hold, such errors should lie in the direction of commoner words: in a sample of 100, 55 are more, 42 less common. If the law of effect holds, such errors should be in the direction of words easier to pronounce or write and pleasanter to think of: in the same sample, 27 have fewer, 23 more phonemes than the original. *Bowel* changes to the pleasanter vowel 16 times.—*D. E. Johannsen* (Skidmore).

1668. **Webster, R. W.** Psychological and pedagogical factors involved in motor skill performance as exemplified in bowling. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1940, 11, 42-52.—The purpose of the study was "to try to show that while certain instructional methods and habits are important to the acquisition of skill, there are, nevertheless, certain psychological situations which may affect the mental reaction of the individual in such a way as to greatly hinder the attainment of higher limits of skill." Data were gathered from manuals of instruction, from questionnaires, from personal interviews, and from observation. The results measure the *status quo* of bowling ability among players and shows the pattern of superior skill, but it is left to a later study to tell how this ability can be achieved.—*F. W. Finger* (Brown).

[See also abstracts 1625, 1632, 1639, 1672, 1678, 1699, 1712, 1779, 1812, 1830, 1908, 1966, 1995, 1997, 2005, 2023, 2040.]

## MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

1669. [Anon.] Unit on gerontology in the National Institute of Health. *Publ. Hlth Rep., Wash.*, 1940, 55, No. 46, 2099-2101.—The National Institute of Health of the U. S. Health Service is organizing a new unit for research into the following problems of aging: (1) the biology of senescence as a process; (2) the human clinical problems of aging and of diseases characteristically associated with advancing years which include the mental changes of senescence.—*G. R. Thornton* (Purdue).

1670. Barry, D. T. The influence of caffeine on the autonomic nervous system. *Arch. int. Pharmacodyn.*, 1939, 63, 129-144.—[Abstracted review; original not seen.] The rabbit vagus showed much less effect than the dog after injection of 20-50 mg./kg. caffeine. Paralysis of the nerves occurred with widely different dosages of caffeine, varying with rate of injection, with the individual, and with the species.—W. L. Wilkins (Milwaukee, Wis.).

1671. Becker, R. F. Experimental analysis of Kuo vaseline technique for studying behavior development in chick embryo. *Proc. Soc. exp. Biol.*, N. Y., 1940, 45, 689-691.—3 experiments were run to check the soundness of Kuo's technique of preparing chick's eggs so that the growing embryo could be observed. (1) 72 eggs were operated on and treated by Kuo's method. None survived more than 6 days, and 72% died within 3 days. Cyanosis was observed. 8 controls developed into normal chicks. (2) 44 eggs were prepared in similar manner, but vaseline was placed only on a small area of the inner shell membrane. No chicks survived more than 2 days after operation; controls developed normally. (3) In 36 chicks the shell on the large end was painted with shellac. 26 failed to hatch, and 87% died before the 13th day of incubation. The vaseline technique tends to produce anoxemia, and experimental results secured with this method are brought in question.—H. Peak (Randolph-Macon).

1672. Bierens de Haan, J. A. Die tierischen Instinkte und ihr Umbau durch Erfahrung; eine Einführung in die allgemeine Tierpsychologie. (Animal instincts and their modification through experience; an introduction to general animal psychology.) Leiden: E. J. Brill, 1940. Pp. xi + 478. Fls. 10.00.—[Abstracted review; original not seen.] Instincts are endowed with elasticity and plasticity, and some can also be influenced by training and imitation. The work of a number of laboratories was brought together in an effort to synthesize and understand the processes of instincts, their change through experience and learning, and their place in the personality of animals.—O. W. Richards (Spencer Lens Company).

1673. Brown, R. R. The relation of body build to drug addiction. *Publ. Hlth Rep., Wash.*, 1940, 55, No. 43, 1954-1963.—A search was made for constitutional factors associated with drug addiction. Two sorts of measurements were made on 400 native-born, white, adult males with verified records of drug addiction: (1) measurements on the unclothed patients according to the technique in Hrdlička's *Anthropometry*; (2) subjective estimates of skin color, face shape, baldness, etc., using pantograph enlargements of Wertheimer-Hesketh charts. The following conclusions are presented by the author: "1. The narcotic drug addicts included in this study were average or slightly superior in height and weight. 2. There was an average gain in weight of a little more than 3 kg. after 5½ months of hospitalization. 3. The body build of this nar-

cotic drug addict group was found to be within normal limits with a trend toward the pyknic end of the distribution. 4. The etiology of drug addiction cannot be ascribed in these cases to gross constitutional weakness."—G. R. Thornton (Purdue).

1674. Burger, J. W. Further studies on the relation of the daily exposure to light to the sexual activation of the male starling (*Sturnus vulgaris*). *J. exp. Zool.*, 1940, 84, 351-361.—Spermatogenesis is not induced by an increase or decrease in day lengths, but because a length of day has been reached which is stimulating. Daily lighting of 12.5 hours is just slightly above the minimum day length necessary for the production of sperm.—L. Carmichael (Tufts).

1675. Carlson, A. J., & Swann, H. G. Endocrine glands. (Film.) Long Island City, N. Y.: Erpi Classroom Films, Inc., 1940. 400 ft., sound. \$40.00.—This film describes the locus, function, and physiological importance of 4 endocrine glands, viz., parathyroid, thyroid, pancreas, and pituitary. By means of experiments with mice and a goat, it is demonstrated that the secretions of the thyroid and parathyroid glands influence oxygen consumption and the calcium content of the blood, respectively. The preparation and human use of insulin is shown sketchily. The importance of pituitary hormones in ovulation and lactation is illustrated by means of animated diagrams.—L. F. Beck (Oregon).

1676. Carlson, A. J., Swann, H. G., & Mullin, F. J. Control of body temperature. (Film.) Long Island City, N. Y.: Erpi Classroom Films, Inc., 1940. 400 ft., sound. \$40.00.—This film employs laboratory demonstrations, animated drawings, and microphotography to illustrate the phenomena associated with variations of body temperature in animals and man. Foods are designated as the source of body heat, and the roles of nerves, glands, and muscles in its control are portrayed. The blood stream is depicted as the distributor of heat, and the function of the hypothalamus is compared to that of a thermostat.—L. F. Beck (Oregon).

1677. Challaye, F. L'évolution, la spiritualisation et la socialisation des tendances. (Evolution, sublimation, and socialization of the drives.) In Dumas, G., *Nouveau traité de psychologie*. Vol. VI, Bk. 1. Paris: Alcan, 1938. Pp. 55-71.—The following topics are discussed: (1) history and definitions; (2) development of the drives through infancy, childhood, adolescence, maturity, and old age; and (3) sublimation and socialization.—C. Nony (Paris).

1678. Dugas, L. La logique des sentiments. (The logic of sentiments.) In Dumas, G., *Nouveau traité de psychologie*. Vol. VI, Bk. 1. Paris: Alcan, 1938. Pp. 1-18.—This study of the processes by which passions appeal to logical arguments in order to justify themselves before reason is chiefly a commentary on Ribot's book on the same subject. Interesting examples are borrowed from famous cases, e.g., that of J. J. Rousseau.—C. Nony (Paris).

1679. Dugas, L. Les passions. (Passions.) In Dumas, G., *Nouveau traité de psychologie*. Vol. VI, Bk. 1. Paris: Alcan, 1938. Pp. 29-53.—Various definitions of passion are given. The difference between passions, emotions, and inclinations is discussed and how passions vary with fashion and manners. Passions may be classified into: organic (e.g. greed), social (e.g. gambling, hobbies), and intellectual (e.g. avarice). Further topics dealt with are: the role of imagination; passion and reason; and will and character as opposed to passion. Passions may be treated according to their object, their causes, their ends, etc.—C. Nony (Paris).
1680. Edwards, A. S. Effects of the loss of one hundred hours of sleep. *Amer. J. Psychol.*, 1941, 54, 80-91.—17 college students (13 men, 4 women) went without sleep for 100 hours. 18 standardized psychological tests (reaction-time, A.C.E. psychological examination, tapping, visual acuity, color zones, hand steadiness, memory, etc.) and 6 measures of physiological functioning (blood pressure, temperature, patellar reflex, etc.) were given before and after, as well as during the sleepless period. 10 control S's also took the tests. Results obtained corroborate those of earlier investigators. Physiological functioning appeared unaffected. In the psychological tests some S's maintained the level of their performance, even after 72 or 96 hours without sleep, but at the expense of tremendous effort. Static ataxia increased for most S's and showed large and definite effects of loss of sleep. From 11-30 abnormal symptoms (dizziness, inattention, hallucinations, headache, etc.) appeared in all S's. Women did as well as the men. In general, the stronger and more athletic men suffered the most.—D. E. Johannsen (Skidmore).
1681. Foxon, G. E. H. The reactions of certain mysids to stimulation by light and gravity. *J. Mar. biol. Ass. U. K.*, 1940, 24, 89-97.—(*Biol. Abstr.* XV: 401.)
1682. Fraenkel, G. S., & Gunn, D. L. The orientation of animals; kineses, taxes and compass reactions. New York: Oxford University Press, 1940. Pp. vi + 352. \$6.00.
1683. Goldfarb, W., Bowman, K. M., & Wortis, J. The effect of alcohol on cerebral metabolism. *Amer. J. Psychiat.*, 1940, 97, 384-387.—Evidence is presented that acute alcoholism is associated with a diminution of the cerebral oxygen uptake. "The marked effect of alcohol on cortical function is probably due to the fact that the oxygen consumption of the cortex is greater than other portions of the brain tissue and is therefore more easily affected by oxygen lack."—R. Goldman (Boston Psychopathic Hospital).
1684. Gorev, V. P. [The effect of radiant energy on the galvanic skin reflex.] *Fiziol. Zh. S.S.S.R.*, 1939, 26, 687-691.—[Abstracted review; original not seen.] Strong radiation with infrared light reduces the galvanic skin reflex and increases the skin resistance. French summary.—H. L. Ansbacher (Brown).
1685. Gray, G. W. The mystery of aging. *Harper's Mag.*, 1941, 182, 283-293.—2 medical theories of aging are discussed, first, that living involves "an inescapable deteriorative process," second, that living results in greater probability of contracting fatal disease. 4 environmental factors unfavorable to longevity are: infections, diet, work, poisons. Of these, only diet has been extensively studied. Emotional stability is the "predominant trait among more than 2,000 nonagenarians and centenarians" studied at Johns Hopkins. Tensions, worries, angers, and fears may directly contribute to abnormally rapid aging, through the physiological changes produced.—A. Thomsen (Syracuse).
1686. Hadley, J. M. Some relationships between electrical signs of central and peripheral activity: II. During 'mental work.' *J. exp. Psychol.*, 1941, 28, 53-62.—Simultaneous samples of the electroencephalogram (left occipital and right precentral areas), the electromyogram (left forearm), and the electrocardiogram (lead I) were recorded from 10 adult normal subjects while they were mentally solving multiplication problems of varying difficulty. The results indicate a lack of consistent relationship between cortical frequency and muscle amplitude. The muscle amplitude increased with difficulty while the cortical frequencies, although significantly faster during work than during rest, did not show such a step-wise increase. Heart frequency appeared to be closely related to cortical frequency during work.—H. W. Karn (Pittsburgh).
1687. Harris, R. E., & Ingle, D. J. The capacity for vigorous muscular activity of normal rats and of rats after removal of the adrenal medulla. *Amer. J. Physiol.*, 1940, 130, 151-154.—Normal rats and rats after removal of the adrenal medulla were compared in respect to the times required to swim to exhaustion when they were handicapped by weighting. In the first experiment, with a handicap weight of 20 gms., there was no significant difference in the average time required for the animals to reach the exhaustion point. In a second experiment, with a handicap weight of 10 gms., the enucleated group (27 animals) were actually somewhat superior to the controls (23 animals), Fisher's *t* of the difference being 2.04. The authors attribute this latter finding to the vagaries inherent in a small sample.—R. T. Sollenberger (Mount Holyoke).
1688. Jennings, H. S. The beginnings of social behavior in unicellular organisms. *Science*, 1940, 92, 539-546.—The author gives an account of the mating behavior of *Paramecium bursaria*. His interpretation points out the implications of such behavior for the problem of self-consciousness and emphasizes the unity of the biological world.—F. A. Mote, Jr. (Connecticut).
1689. Jonesco-Sisesti, N., & Copelman, L. Sur l'utilité du réflexe psycho-galvanic en neurologie. (The uses of the psychogalvanic reflex in neurology.) *Pr. méd.*, 1940, Nos. 44-45, 494-497.—After a discussion of the history, method, nature, and con-



duction pathways of the galvanic reflex its applications are described. It is an important method of functional analysis of the nervous system and may be used for investigating (1) sensory perceptions, (2) the location of the center responsible for the galvanic reflex, and (3) the autonomic nervous system. 7 electrical recordings of the galvanic reflex in normal persons and patients suffering from syriagomyelia and Parkinson's and Basedow's diseases are given.—C. Nony (Paris).

1690. Kaczmarek, R. M. Effect of gelatin on the work output of male athletes and non-athletes and girl subjects. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1940, 11, 109-119.—42 subjects, male and female, athletes and non-athletes, were trained and tested on a bicycle ergometer which measured output in foot-pounds. A 3- or 4-week training period on regular diet was followed by a period in which the diet was supplemented by 1.5 ounces of gelatin daily. Daily average work increased by amounts averaging from 54% to 501% for the different groups during the gelatin period. Gains were irregular during the training, but progressively positive during gelatin feeding. Most of the training gain occurred in the first week; of the extra-feeding period the greatest increment was in the final week. There was in the case of the girls a gradual reduction in pulse rate in spite of the increased output. When in the instance of this group gelatin feeding was discontinued, output in the succeeding 2 weeks fell 17% and 46%.—F. W. Finger (Brown).

1691. Kleiber, M., & Smith, A. H. Eating habit and fasting metabolism of rats. *Proc. Soc. exp. Biol., N. Y.*, 1940, 45, 630-632.—It is observed that the previous eating habits of rats affect the amount of food eaten when an unlimited ration is introduced. 9 rats which had been previously on a restricted ration and 9 on an unrestricted ration were studied. When after a day's fast unlimited rations were introduced, the previously restricted rats ate, during the first 4 hours of this unlimited food supply, 71% of the day's intake while the other group ate only 60%. The previous food habits affected the percent of total daily intake of food which was eaten in each of 5 periods during the 24 hour cycle. The question is raised whether fasting metabolism is affected by such a difference in feeding habits. 3 rats were fed a given ration at one time, and 3 others were given their food in portions 5 times during the 24 hours. This continued for 4 days, and after a day's fast metabolism was measured. After this, the type of feeding was reversed for each animal and the experiment repeated. No differences in metabolism resulted from the difference in feeding habits.—H. Peak (Randolph-Macon).

1692. Lagache, D. L'amour et la haine. (Love and hate.) In Dumas, G., *Nouveau traité de psychologie*. Vol. VI, Bk. 2. Paris: Alcan, 1939. Pp. 115-152.—Part I deals with the development of sexuality from infancy to maturity, discussing and criticizing the psychoanalytic conception. Part II deals with the experience of love and hate and

discusses: (1) different meanings of the word "love"; (2) sexual need; (3) sexual choice, irrational character of that choice, how it transforms all values and the lover himself, and the new light it throws on the world; (4) courtship; (5) sexual fusion; (6) the ending of love, transformation of passion into happiness, habit, or disgust; and (7) love murder and love suicide. Part III presents theories of love and hate: (1) biological explanations; (2) sociological explanations; (3) love and hate in relation to personality; and (4) phenomenological theory of love and hate (Scheler). Part IV arrives at the following conclusions: the traditional controversy between the idealistic and the realistic theories of love receives today a new expression in the more apparent than real controversy between phenomenology and psychoanalysis. Bibliography of 2 pages.—C. Nony (Paris).

1693. Lincoln, F. C. The migration of American birds. New York: Doubleday, Doran, 1939. Pp. xii + 192 + 12 plates. \$4.00.—[Abstracted review; original not seen.] The Biological Survey supplied the material upon which this book is based. The major topics include the mechanics and dangers of migration, the flyways systems, and the different types of migration. A chapter on bird banding throws some light on the great distances travelled by the birds and gives clues to their duration of life.—F. W. Finger (Brown).

1694. Macht, D. I., & Macht, M. B. Effects of cobra venom and other analgesics on mental efficiency. *Arch. int. Pharmacodyn.*, 1939, 63, 179-188.—[Abstracted review; original not seen.] Morphine, codeine, dilaudid, and heroine depressed mental performance and cobra venom stimulated it, as measured by the ability to do simple problems in mental arithmetic.—W. L. Wilkins (Milwaukee, Wis.).

1695. McCloy, C. H. An analysis for multiple factors of physical growth at different age levels. *Child Developm.*, 1940, 11, 249-277.—19 anthropometric measurements were made on boys and girls of different age groups (9 days—16 or 17 years) and were intercorrelated. They were analyzed further by Thurstone's center of gravity method of factor analysis and rotation by the two-at-a-time method of successive rotations. The main factors isolated were: (1) growth in fat; (2) general growth; (3) growth in cross section, and (4) an unnamed factor, "usually most heavily loaded in the variables of chest girth, depth, and width, and sometimes in the width of the shoulders," the least consistent factor. Factor loadings are presented in 22 tables, and 6 two-part figures show plots of factor loadings for certain of the measures against age.—C. N. Cofer (George Washington).

1696. McLeod, J. P. U., & Highsmith, J. D. Effect of fear on diagnosis. *Med. Rec., N. Y.*, 1941, 153, 9-10.—To ascertain the effect of fear on medical diagnosis, adrenalin was administered to 8 normal subjects and was found to cause a varying increase in the white blood cell count, with the

least effect in the less excitable person.—*M. H. Erickson* (Eloise Hospital).

1697. Meredith, H. V. Comments on "The varieties of human physique." *Child Developm.*, 1940, 11, 301-309.—In the book recently published by Sheldon and his collaborators (see XIV: 5072) the source and nature of the non-photographic data used in the descriptions of the somatotypes are not given. The procedure shows "repeated oscillation from observation to rationale, from description to assumption, from findings to theory." That endomorphic dominance is related to massiveness of digestive viscera is not proved but apparently rests on autopsy data from 34 middle-aged cases. Meredith holds that fat-deposit is no more an indication of the absorptive functions than is the production of mesomorphy (large bones, joints, and muscles). Further examples of ambiguous statements are given for endomorphy, ectomorphy, and for descriptions of shoulders and hips. Finally, a miscellaneous group of statements "considered seriously lacking in precision" is noted.—*C. N. Cofer* (George Washington).

1698. Mettler, F. A., & Mettler, C. C. Conversion of phasic into tonic movements by pyramid lesions. *J. Neurophysiol.*, 1940, 3, 527-537.—The conversion of cortically induced phasic movement in cats into a tonic movement by dorsal root section is a true neural effect. Contrary to previous reports, spinocerebellar tract lesions or rubrospinal tract elimination do not convert phasic to tonic movement. Lesions of the cerebellum or destruction of cerebellar nuclei do not modify the phasic to tonic phenomenon. Cortically induced phasic movements may be obtained when only the pyramidal tracts remain. Epileptiform seizures cannot be evoked from the cortex if only the pyramids remain but can be evoked if they alone are severed. The cortex of one hemisphere retains capacity for spinal inhibition after its pyramidal system has been severed.—*D. B. Lindsley* (Brown).

1699. Middleton, W. C., & Moffett, D. C. The relation of height and weight measurements to intelligence and to dominance-submission among a group of college freshmen. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1940, 11, 53-59.—Height and weight measurements of 490 college freshmen were compared to their dominance-submission scores on the Bernreuter Personality Inventory and to intelligence test scores. Product-moment correlations found are: height and intelligence  $.22 \pm .03$ ; weight and intelligence  $.15 \pm .03$ ; height and dominance rating  $.30 \pm .03$  ( $.04 \pm .05$  for men and  $.58 \pm .04$  for women); weight and dominance rating  $-.10 \pm .03$  ( $.08 \pm .05$  for men and  $-.24 \pm .05$  for women). The report includes a brief review of the literature, with 17 references cited.—*F. W. Finger* (Brown).

1700. Mills, C. W. Situated actions and vocabularies of motive. *Amer. sociol. Rev.*, 1940, 5, 904-913.—A sociological conception of motives is presented, in which motives are asserted to be genuinely and absolutely dependent for their character upon the

particular social setting. Theories of motivation which attempt to abstract from the social situation may be disposed of by understanding them in terms of their social origins.—*I. L. Child* (Harvard).

1701. Morey, R. Upset in emotions. *J. soc. Psychol.*, 1940, 12, 333-356.—Phonograph records of music, said to express particular emotions (e.g., love in the duet from Tristan and Isolde and fear in the *Doppelgänger*, both sung in German) did not express emotion to members of the Loma culture in Liberia.—*G. Brighouse* (Occidental).

1702. Newman, H. H. Aspects of twin research. *Sci. Mon.*, N. Y., 1941, 52, 99-112.—The early period of interest in twin research centered on the problem of the hypothetical existence of one-egg and two-egg twins. With this existence verified the modern period of twin research began, around 1924. This research can be divided into: (1) studies of the various aspects of twins and multiple births that contribute to our knowledge of nature, causes, and frequencies of twins and (2) studies in which twins are used as materials for the investigation of problems in a multiplicity of other fields. In these latter researches 3 main methods have been used: the concordance-discordance method, co-twin control, and statistical methods.—*O. P. Lester* (Buffalo).

1703. Rizzotti, G. Le attuali conoscenze sul ciat; diffusione ed uso della droga nel sud Etiopico. (Present knowledge concerning kat; distribution and use of the drug in southern Ethiopia.) *Arch. ital. Sci. farmacol.*, 1939, 8, 194-211.—(*Biol. Abstr.* XV: 496).

1704. Spiegel, E. A., Miller, H. R., & Oppenheimer, M. J. Forebrain and rage reactions. *J. Neurophysiol.*, 1940, 3, 538-548.—Parts of the forebrain of cats and dogs were studied with respect to their rage provoking possibilities. Lesions restricted to neocortical areas did not produce rage reactions. If the olfactory tubercles were invaded by frontal pole lesions, rage reactions appeared, but not after destruction of olfactory bulbs or section of their stalks. Lesions of the hippocampus-fornix system (involving septum pellucidum), superficial lesions of pyriform lobes, and bilateral lesions of the amygdaloid, all gave signs of rage, the latter lesions producing the most marked reactions.—*D. B. Lindsley* (Brown).

1705. Strandkov, H. H. Heredity. (Film.) Long Island City, N. Y.: Erpi Classroom Films, Inc., 1939. 360 ft., sound. \$40.00.—The first part of this talking film consists of animated diagrams which show the principle phases of mitosis and meiosis. The second part demonstrates the Mendelian principles of dominance, recession, incomplete dominance, and segregation, using monohybrid and dihybrid crosses in cattle and guinea pigs, respectively.—*L. F. Beck* (Oregon).

1706. Tucker, W. B., & Lessa, W. A. Man: a constitutional investigation (concluded). *Quart. Rev. Biol.*, 1940, 15, 411-455.—(See XV: 819.) Methods of constitutional investigation are discussed under morphological methods and systems

of classification and physiological methods, related mainly to the endocrine system. Research on constitution is reviewed under (1) morphology: systems and criticism of applications; (2) physiology: from blood pressure to ion balance, basal metabolism, and electrocardiology; (3) relation of morphology to pathology: heart disease, arthritis, tuberculosis, gastric and duodenal ulcers, and diseases of the gastrointestinal tract; (4) psychology: intelligence, temperament, psychoses, and body build, and crime and morphology. Each heading is discussed and documented; the bibliography includes 334 titles.—O. W. Richards (Spencer Lens Company).

1707. Vaughan, P. E., & Van Liere, E. J. An experimental study on the effect of noise on the gastric secretion in Pavlov dogs. *J. Aviat. Med.*, 1940, 11, 102-107.—The gastric secretion in 4 dogs following a standard meal was measured by means of the Pavlov pouch technique. The amount and composition of gastric secretion under control conditions of 30 db. noise was compared with that when a 600 cycle and a 2000 cycle tone of 100 db. was present. At 600 cycles one dog, and at 2000 cycles two dogs, showed a significant reduction in the volume of gastric secretion. At 2000 cycles two dogs showed a significant reduction in the amount of acid secreted.—C. Pfaffmann (Brown).

1708. Walthard, M. Die Beziehungen des Nervensystems zu den normalen Betriebsläufen und zu den funktionellen Störungen im weiblichen Genitale. (The relations of the nervous system to the normal functional processes and the functional disturbances in the female genitalia.) *Handb. Gynec.*, 1937, 11. Pp. 460.—[Abstracted review; original not seen.] Walthard was both a practising neurologist and psychiatrist and a member of the gynecological and obstetrical departments of the University of Zurich. His book is a compendium of neurophysiology and biological psychology in relation to the female genital tract, and from the viewpoint of Pavlov's reflexology. In the discussion of the psychopathology of the instincts Kretschmer's ideas of constitution and objectivation of subjective stimuli (flight into illness) are used.—M. E. Morse (Baltimore, Md.).

1709. Watkins, D. E., & Karr, H. M. Stage fright and what to do about it. Boston: Expression Co., 1940. Pp. 110. \$1.50.—[Abstracted review; original not seen.] This is a practical book aimed at those who suffer from stage fright; it does deal with all the current interpretations of the phenomenon. There are 3 main divisions, devoted in turn to symptoms, causes, and remedies.—I. L. Child (Harvard).

1710. Witzleben, H. D. v. Herz-und Kreislauf-erkrankungen in ihren Beziehungen zum Nervensystem und zur Psyche. (Diseases of the heart and circulatory system in their relations to the nervous system and the psyche.) Leipzig: Thieme, 1940. Pp. 101. RM 4.50.—[Abstracted review; original not seen.] Written to convince the medical profession that the field of medical diseases is the basis of

neuropsychiatry and that the internist should have a fundamental knowledge of psychiatry, this book points out the intimate connection between the circulatory system, the nervous system, and the psyche. There are 12 chapters: innervation of blood vessels, blood and nerve supply of the heart, heart tonus, theory of function of heart innervation, cerebral circulation, hyper- and hypotension, the pressore-receptory nerves of the blood circulation, cardio-vascular epilepsy, heart catastrophies, influence of the emotions upon the circulatory functions, circulatory psychoses, and the nervous heart. The author believes that there is too much of a tendency to look on pathological conditions as purely local disturbances instead of considering the organism as a whole. Any local disturbance anywhere in the circulatory system must influence the functions of the entire organism because of the interrelationship of blood circulation, nervous system, metabolism, endocrine system, etc. This conclusion is elaborated in detail on the basis of biology, biochemistry, anatomy, physiology, and general and neuro-pathology.—M. Keller (Butler Hospital).

[See also abstracts 1613, 1615, 1618, 1619, 1628, 1647, 1754, 1761, 1765, 1800, 1827, 1830, 1845, 1887, 1911, 1914, 1950, 1953, 1958, 1997, 2008, 2015, 2017.]

#### PSYCHOANALYSIS, DREAMS, HYPNOSIS

1711. Baudouin, C. La psychanalyse. (Psychoanalysis.) Paris: Hermann, 1939. Pp. 140. Frs. 35.—An account of the developments of psychoanalysis in different countries between 1936 and 1938 is given. They are grouped under: last stages in Freud's thought; the child (its games, dreams, free stories and paintings, education); the English psychoanalytical school; how psychoanalysis does its work; undoing some structures (masochism, narcissism, agoraphobia, anxiety); psychotherapy and mental hygiene; psychoanalysis and the works of art; and new views on dreams. The author finds that psychoanalysis proves to be what modern psychology, in spite of its claims, has failed to be: the science of man's heart and mind. The last pages are in praise of Alfred Adler whose work is looked upon as a keystone in the many-sided building of psychoanalytic theories. A list of 231 books or articles, all of which are summarized in the book, is given at the end.—C. Nony (Paris).

1712. Bonaparte, M. Time and the unconscious. *Int. J. Psycho-Anal.*, 1940, 21, 427-468.—In infancy, there is no sense of time values, and life is essentially a timeless period. In childhood, however, time becomes prolonged, unlimited, and expansive. In adult life time becomes progressively limited and restricted. Consequently, the role time plays in each life period varies greatly. The author discusses these variations under: the flight from time into dreams, day-dreams, love, drink, drugs, and mystical ecstasy; time and the unconscious; time, death, and the unconscious; the struggle of medicine,



works, and faith against time and death; and attempts to solve the enigma of time.—*M. H. Erickson* (Eloise Hospital).

1713. Calligaris, G. *Le meraviglie della metapsichica; i fenomeni mentali*. Vol. I. (The wonders of metapsychology; the mental phenomena. Vol. I.) Milan: Bocca, 1940. Pp. 606. L. 50.—[Abstracted review; original not seen.] Relying on his own technic and experience, Calligaris expounds the manifold aspects in which metapsychic phenomena appear under the action of certain stimuli created by the author himself. After a short introduction on 'normal' metapsychic phenomena, Calligaris discusses at length the metapsychic sensations aroused by his technic in the fields of supernormal consciousness (metagnomia), supernormal sight, telepathy, and knowledge of the past and future.—*M. E. Morse* (Baltimore, Md.).

1714. Carington, W. Reply to Mr. Stevens's criticism. *Proc. Soc. psych. Res., Lond.*, 1940, 46, 261-264.—The writer takes account of the criticisms offered by Stevens (see XV: 1727) without finding that they necessitate any revision in his major conclusions that a telepathic ability had been demonstrated. One valid criticism is accepted and an appropriate correction made. He accuses Stevens of making the unwarranted assumption that, just because telepathy had been demonstrated to have affected the results in a particular way, this ESP function could not have operated in any additional ways.—*J. G. Pratt* (Duke).

1715. Düss, L. *La méthode des fables en psychanalyse*. (The method of fables in psychoanalysis.) *Arch. Psychol., Genève*, 1940, 28, 1-51.—As a means of diagnosing the types of complexes existing in neurotic individuals, the author prepared a series of 10 fables in which the hero found himself in a situation representing a certain stage in the evolution of the subconscious. These situations were presented with the suggestion that the subject complete the story in any way he saw fit. 65 subjects were used, 43 children between the ages of 3 and 15, and 22 adults between 17 and 50. Complete protocols are given for neurotic, doubtful, and normal subjects. It was found that 9 children and 5 adults presented conflicts which could be identified by this method. A complex was held to exist when an unusual ending was proposed to one or more fables, when the subject refused to complete one of the stories, or when he wanted to start over again. Responses indicated no correlation with age but rather with individual complex-linked reaction tendencies.—*H. Beaumont* (Kentucky).

1716. Ehrenwald, H. *Psychopathological aspects of telepathy*. *Proc. Soc. psych. Res., Lond.*, 1940, 46, 224-244.—The writer discusses the possible relation of certain extraordinary phenomena in psychopathological cases to the telepathic hypothesis. He then goes on to review the work of von Neureiter with the Latvian girl, Ilga K., which gave results suggesting a remarkable telepathic ability. The need for openmindedness toward further

careful investigation in this field is emphasized.—*J. G. Pratt* (Duke).

1717. Erickson, M. H. Hypnosis: a general review. *Dis. nerv. Syst.*, 1941, 2, 13-18.—A short summary is given of the early history of hypnosis, together with an account of the phenomena of catalepsy, suggestibility, automatic writing, and post-hypnotic suggestion. The possibility of detrimental effects to the subject resulting from hypnosis is denied. The usefulness of hypnosis in the modern diagnosis and treatment of personality disorders, and some precautions to be observed, are discussed.—*C. E. Henry* (Brown).

1718. [Freud, S.] A note upon the 'mystic writing-pad' (1925). *Int. J. Psycho-Anal.*, 1940, 21, 469-474.—In this previously untranslated brief note, dated 1925, Freud draws an analogy between the functioning of the perceptual apparatus of the mind and the mystic writing-pad, which is formed by a sheet of celluloid resting on a special sheet of paper, with pressure on the celluloid by a stylus causing adherence between the celluloid and the paper. Thus the line of pressure on the celluloid can be read, and a lifting of the celluloid breaks the adhesion, thus "erasing" the record. Similarly, the perceptual apparatus of the mind receives impressions accompanied by consciousness. Withdrawal of the cathexis extinguishes consciousness and the apparatus is left blank and ready to receive further impressions.—*M. H. Erickson* (Eloise Hospital).

1719. Gillespie, W. H. A contribution to the study of fetishism. *Int. J. Psycho-Anal.*, 1940, 21, 401-415.—"Is fetishism primarily a product of castration anxiety, to be related almost exclusively to the phallic phase, and concerned to maintain the existence of a female penis; or does the main dynamic force really come from more primitive levels, which undeniably contribute to give its ultimate form to fetishism?" The author proceeds to discuss this formulation not in terms of what makes a patient a fetishist, but in terms of the difficulties precluding normal sexual development. To this end analytic findings on a fetishistic patient are cited and discussed in detail, and the conclusion is offered that fetishism is the result of a specific form of castration anxiety, produced by a strong admixture of certain oral and anal trends.—*M. H. Erickson* (Eloise Hospital).

1720. Glover, E., & Brierley, M. *An investigation of the technique of psycho-analysis*. Baltimore: London: Williams & Wilkins; Baillière, 1940. Pp. x + 188. \$4.00.—This book of 11 chapters constitutes an analysis, with a running editorial commentary, of the replies to 2 questionnaires answered in 1932 and 1933 by 24 practicing psychoanalysts. The investigation covers the detailed problems involved in interpretation, transference and routine, termination, psychotic cases, and the relation of theory to practice. 3 appendices are given containing the questionnaires, a summary of the questionnaire findings, and special material on technique

dating from 1934 to 1938.—*M. H. Erickson* (Eloise Hospital).

1721. **Hawkins, M. O.** *Psychoanalysis of children.* *Bull. Menninger Clin.*, 1940, 4, 181-186.—The author briefly discusses the special aims of psychoanalysis, its technique as applied to children, the role of the analyst in child analysis, the place of sexual instruction during treatment, and some of the indications for and against psychoanalysis as the therapy of choice in regard to various symptoms of children.—*W. A. Varvel* (Chicago).

1722. **Loewenstein, R.** *The vital or somatic instincts.* *Int. J. Psycho-Anal.*, 1940, 21, 377-400.—See XIV: 4998.—*M. H. Erickson* (Eloise Hospital).

1723. **Odier, C.** *La phéno-analyse et les critères de l'interprétation psychanalytique.* (Pheno-analysis and the criteria of psychoanalytical interpretation.) *Evolut. psychidt.*, 1939, No. 2, 39-83.—Efficiency is perhaps a sufficient criterion from the patient's point of view but not from the psychoanalyst's. The latter must also test the truthfulness of his principles; to the empirical criterion he must add the logical criterion. The author proposes the addition of a 3rd criterion which he calls pheno- (i.e. phenomenological) analytic and which is not a new kind of criterion but rather a combination of criteria already in use. 12 cases are presented as examples of pheno-analytical interpretation.—*C. Nony* (Paris).

1724. **Price, H.** "The most haunted house in England": ten years' investigation of Borley rectory. London: Longmans, Green, 1940. Pp. 255. 10s. 6d.—[Abstracted review; original not seen.] Borley rectory was beset with the activities of noisy ghosts; they produced the characteristic pointless phenomena of petty destruction and annoying disturbances, finally making good their threat (made by way of the planchette) to destroy the building by fire. The theory is advanced that such spirits are the remnants of egos of the departed, also that objects and furnishings can accumulate stored-up influence from such beings, which they then discharge at intervals by emanation.—*H. D. Spoerl* (American International College).

1725. **Redmayne, G.** *The isolation of the percipient in tests for extra-sensory perception.* *Proc. Soc. psych. Res., Lond.*, 1940, 46, 245-255.—A mechanical device, designed to permit the testing of subjects for ESP ability with appropriate controls while they are alone, is described. An analysis of 1000 selections of the machine for randomness is given; this shows a *P* value of 0.1. No results for the apparatus from actual ESP tests are reported.—*J. G. Pratt* (Duke).

1726. **Sterba, R.** *Die Aggression in der Rettungsphantasie.* (Aggression and rescue fantasy.) *Int. Z. Psychoanal. Imago*, 1940, 25, 397-398.—See XV: 833.—*H. Beaumont* (Kentucky).

1727. **Stevens, W. L.** *On the interpretation of the data of certain experiments in paranormal cognition.* *Proc. Soc. psych. Res., Lond.*, 1940, 46, 256-260.—This is a criticism of Whately Carington's report (see XIV: 5493) of the results obtained in group

tests of telepathy made with drawings. Stevens emphasizes the presence of possible factors in the experimental procedure which might have given the significant results found as an artifact. One such factor is proposed as an illustration and its effect on the evaluative procedure explained. The writer finds further reason to question the conclusions for telepathy in his discovery of non-randomness in the data when the ESP effect claimed by Carington is eliminated.—*J. G. Pratt* (Duke).

1728. [Various.] *La circoncision.* (Circumcision.) *Hyg. ment.*, 1938, 33, 88-97.—[Abstracted review; original not seen.] Psychoanalysis formulates an interpretation of circumcision which links it to the problem of castration on the unconscious level. The anxiety of castration results from conflicts between the sexual instincts and the social or familial exigencies which give rise to feelings of inferiority, hostility, and guilt, leading to a fear of punishment, castration. Allendy, Schiff, Griaule, Abbé Jury, Taylor, and Grutzhander point out different aspects of circumcision considered as a form of sacrifice symbolizing a moderate castration interrelated with the great unconscious conflicts, individual and collective. This explanation appears to coincide with the aspects described by anthropological and ethnological studies.—*D. L. Glick* (Brown).

[See also abstracts 1575, 1906, 2011.]

#### FUNCTIONAL DISORDERS

1729. **Anderson, E. N.** *Concerning "conceptions of modern psychiatry."* *Psychiatry*, 1940, 3, 509-510.—The author agrees in large part with H. S. Sullivan (see XIV: 4632). However, he feels that the term "interpersonal relations" has been too narrowly focused upon individuals and that hence too much emphasis has been placed upon the need for understanding institutions and culture in the study of psychological relationships, since "the phrase interpersonal relations subordinates these non-personal factors to the position of being observable and significant only when manifested through persons." He prefers "to have an individual, institution, event, idea, studied in its total cultural setting," and emphasizes "that there are ages in history when institutions have been more powerful as forces of social movement than the individuals."—*M. H. Erickson* (Eloise Hospital).

1730. **Arluck, E. W.** *A study of some personality differences between epileptics and normals.* *Rorschach Res. Exch.*, 1940, 4, 154-156.—The Rorschach test was included in a battery of personality and intelligence tests given to 4 groups of subjects: an epileptic group, consisting of 20 ideopathic subjects, 10-21 years in age; a sibling group, siblings of the epileptic group, equated with the latter for age, sex, education; a cardiac group, to serve as an organic disease control; and a normal group, equated with the other 3 groups. The Rorschach results for the different groups are compared. Differences are chiefly found in the tendency to use the whole ink-

blot, time per response, percent of F responses, degree of constriction shown, and proportion of FC to CF + C responses. In all these items the epileptics as a group give a more unfavorable picture than the other groups. Subjects having the longest history of attacks tend to present a more maladjusted picture than those who have had the shortest duration.—*R. Horowitz* (New York City).

1731. **Austregesilo, A.** *Manuel de psychotherapie pratique.* (A handbook of practical psychotherapy.) Paris: Masson, 1940. Pp. 197. Frs. 50.—The author is a professor of neurology at the University of Rio de Janeiro. His position as a psychiatrist is eclectic; he often makes use of psychoanalysis but admits that the cures thus obtained might as well be obtained by other therapeutic or psychotherapeutic methods. For each sort of mental diseases a number of examples is given at length, chosen either from well-known cases quoted by Freud or others, or from the author's own cases. The introduction which discusses the principle of psychotherapy is followed by chapters dealing with: (1) the conscious and the unconscious; (2) the education of the will; (3) the power of persuasion, spiritual help, Christian Science, hypnosis, and autosuggestion; (4) psychoanalysis, the technique of dream analysis, and confession; (5) the nature of the self from the psychiatrist's point of view, moral origin of conflicts, and theories of Janet, Adler, etc.; and (6) nervous symptoms and their clinical aspects. A list of the various phobias is given at the end.—*C. Nony* (Paris).

1732. **Beers, C. W.** *Eine Seele, die sich wiederfand.* (A mind that found itself.) Basel: Benno Schwabe, 1940. Frs. 8.50; RM 5.10.

1733. **Beletski, V., & Lubimova, F.** [Tuberculous psychoses.] *Sovetsk. Psikhonevrol.*, 1940, 16, No. 2, 61-76.

1734. **Bixby, E. M.** Further biochemical studies in mongolism. *Amer. J. ment. Def.*, 1940, 45, 201-206.—Records of blood analyses on mongoloids and on certain parents of such children are presented. Findings indicate "that the complex of mongolism does not at present seem to be a problem of abnormality of protein or mineral metabolism; normal cholesterol findings in mongoloid children as young as three years of age indicate that the condition is not primarily of thyroid origin; the delayed glycemic response in mongolism, less apparent in two younger patients, is consistent with the theory of a disorder of the pituitary function; and the abnormally high serum total cholesterol of a mother of three children, all mongoloid, suggests that the initial damage to the fetus might be caused by factors associated with a temporarily or permanently high level of blood cholesterol of the mother."—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1735. **Boss, M.** *Körperliches Kranksein als Folge seelischer Gleichgewichtsstörungen.* (Bodily illness as a consequence of mental disturbances.) Bern: Hans Huber, 1940.—[Abstracted review; original not seen.] This book consists of a series

of lectures given during the winter semester of 1939-40 to high school children in Zurich. The point of view is that of the psychoanalytic school. It is emphasized that thorough medical training is necessary to differentiate between cases that have a truly organic basis and those originating from some psychological difficulty.—*F. L. Goodenough* (Minnesota).

1736. **Bosselman, B., & Skorodin, B.** Masculinity and femininity in psychotic patients; as measured by the Terman-Miles Interest-Attitude Analysis Test. *Amer. J. Psychiat.*, 1940, 97, 699-702.—The subjects were 134 non-deteriorated schizophrenic and manic-depressive patients. In general, the results indicate that a significant percentage of the schizophrenic patients deviate in their interests and attitudes toward those of the opposite sex.—*R. Goldman* (Boston Psychopathic Hospital).

1737. **Boven, W.** *Fantômes.* (Phantoms.) In *Various, Mélanges Pierre Janet.* Paris: d'Artrey, 1939. Pp. 21-30.—These phantoms are the projection in time of our dreams, desires, imaginations, hopes, and fears. Our present is filled with our past and future; we do not only anticipate our actions of tomorrow, we also live them beforehand. The normal individual realizes his desires in actual life while the insane stops at their phantoms, i.e., is satisfied with an imaginary realization. Each variety of neurosis or psychosis has its own kind of phantoms, which the author describes.—*C. Nony* (Paris).

1738. **Braun, E.** *Manisch-depressiver Formenkreis.* (The field of manic-depressive psychosis.) *Fortschr. Neurol. Psychiat.*, 1940, 12, 389-398.—The author surveys the important recent publications relative to manic-depressive psychosis. He finds most interesting Leonhard's work on involutional and idiopathic anxiety psychoses which postulates a circular psychosis, related to but not identical with manic-depressive psychosis, the chief components of which are anxiety and felicity. There are also discussions of other investigations on the subject covering such spheres as constitution, periodicity, and therapeutics. Bibliography.—*D. S. Oberlin* (Delaware State Hospital).

1739. **Brown, C. H.** When should the general social agency refer the mental defective to the specialized agency or institution? *Amer. J. ment. Def.*, 1940, 45, 310-315.—Workers in private child-caring agencies discovered that it is not the fact of feeble-mindedness alone that makes defective children difficult to manage and train in boarding homes. Many of these children do not require institutional care. Those that are emotionally disturbed and whose conduct is so antisocial that they cannot be managed in the home are the type sent on to institutions.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1740. **Casamajor, L., Smith, J. R., Constable, E., & Walter, C. W. P.** Correlated clinical and electroencephalographic findings on children with focal convulsive seizures. *Trans. Amer. neurol. Ass.*, 1940, 66, 26-30.—Among 17 cases, wide individual



variations were found ranging from continual epileptiform discharges through random sequences or paroxysmal outbursts to scattered low-voltage waves superimposed on prevailing normal alpha rhythms. All patients revealed bilateral differences of varying degree and variable relation to the side of the attack. Abnormal waves were diffuse, with a tendency to be more severe in areas corresponding to the clinical picture. The most significant fact is the great variety of findings in clinically focal seizures. Possibly, convulsive disorders in children may show electrical manifestations different from those in adults, and the true seizure pattern may have only a loose connection with the clinical attack. Focal seizures differ from general ones only in that one part of the cortex is more apt to react explosively than another.—*M. E. Morse* (Baltimore, Md.).

1741. Chipman, C. E. Undirected activity of a group of adult idiots. *Amer. J. ment. Def.*, 1940, 45, 228-232.—The report deals with an analysis of the undirected activity, under controlled conditions, of a group of 54 adult idiots observed individually without their knowledge. Approximately one-half of the group were simple low-grade mental defectives, while the others were mental defectives with psychosis. Evidence indicated that the two groups cannot be considered a homogeneous class from a psychological point of view. They show a qualitative variability not apparent in their response to formal techniques for mental measurement. The simple idiot was more aware of his surroundings, reacted to them more spontaneously, and was less given to outbursts of violent impulsive behavior than the psychotic idiot. The latter showed more evidences of so-called intellectual activity. Such actions as he completed were more elaborate than those of the simple idiot, and his language facility was far more highly developed. His greatest disability was his self-absorption.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1742. Cobb, S. Review of neuropsychiatry for 1940. *Arch. intern. Med.*, 1940, 66, 1341-1354.

1743. Codet, H. Les deux hypocondries. (The two kinds of hypochondria.) In *Various, Mélanges Pierre Janet*. Paris: d'Artery, 1939. Pp. 43-54.—The first kind is a real and systematic delirium which may be associated with other serious psychotic troubles and is definitely medico-legal. The second kind remains more or less compatible with social life; the symptoms are explained as a partly unconscious craving for affection and might be included under hysteric reactions; several cases are given.—*C. Nony* (Paris).

1744. Corwin, W., & Barry, H. Respiratory plateaux in "day-dreaming" and in schizophrenia. *Amer. J. Psychiat.* 1940, 97, 308-318.—"A change in respiration herein termed 'respiratory plateaux' has been noted in states of 'day-dreaming' in normals and a similar tendency has been observed in schizophrenic patients. These periods of apnea appear to be more striking and more frequent in the latter. It is obviously difficult to be certain that experi-

mental subjects are actually day-dreaming. Nevertheless, certain individuals when instructed to day-dream manifested breathing characterized by recurrent periods of apnea. Periods of apnea or 'respiratory plateaux' were relatively numerous among schizophrenic patients. Several college students with pronounced 'respiratory plateaux' exhibited evidence of maladjustment. The findings are to be regarded as preliminary until repeated with a larger series of cases."—*R. Goldman* (Boston Psychopathic Hospital).

1745. Creak, E. M. Child psychiatry at Maudsley Hospital. *Amer. J. Psychiat.*, 1940, 97, 395-400.—A description of the children's psychiatric hospital, as a department of the Maudsley, which was established on July 14, 1939.—*R. Goldman* (Boston Psychopathic Hospital).

1746. Cunningham, J. M. Psychiatric clinics for children under public health auspices. *Conn. Hlth Bull.*, 1940, 54, 291-293.

1747. Debler, K. Zwei Geschwister mit einer familiären, zerebralen Diplegie unter dem Bild einer amaurotischen Idiotie. (Two siblings with familial cerebral diplegia presenting a picture of amaurotic idiocy.) *Arch. Kinderheilk.*, 1940, 121, 89-100.—2 children in the same family showed apparently normal mental and physical development during infancy. Minor symptoms of imperfect vision were observed about the end of the first year, but the condition did not become acute until the third year. Thereafter there was continued deceleration in rate of physical growth and progressive mental enfeeblement together with the ocular changes typical of amaurotic idiocy. The author states that the chief importance of this study is to call attention to the biological importance of preventing further spread of recessive characteristics, such as this, through sterilization of the mother.—*F. L. Goodenough* (Minnesota).

1748. Doll, E. A. Notes on the concept of mental deficiency. *Amer. J. Psychol.*, 1941, 54, 116-124.—This note attempts to clarify the definition of mental deficiency, since confusion here has handicapped many of the valuable theoretical and experimental studies which have recently appeared. The essential conditions of mental deficiency are "such that the person affected is (a) socially insufficient, because of (b) subnormal intelligence, (c) existing from an early age." The confusion resulting when any one of these 3 elements in the definition is omitted is discussed. 6 criteria by means of which feeble-mindedness may be recognized are given and discussed; these are the social, mental, developmental, educational, constitutional, and etiological aspects. The author then considers briefly 5 theories of the nature of feeble-mindedness. (1) Feeble-mindedness is a simple quantitative deviation from normal developmental attainment. (2) It is a pathological condition which results from disease, injury, or anomaly in development or social experience. (3) It is an ontogenetic idiosyncrasy. (4) It represents phylogenetic atavism. (5) It may be compared

with infra-human levels of development. It is pointed out that these theoretical speculations are not mutually exclusive and probably all deserve investigation.—*D. E. Johannsen* (Skidmore).

1749. Doll, E. A. Annual report: research department. *Train. Sch. Bull.*, 1940, 37, 97-104.—*E. M. Achilles* (New York City).

1750. Ellermann, M. *Geni og Sindssyge*. (Genius and insanity.) Holland: Hirschsprungs Editors, [1940?].—[Abstracted review; original not seen.] This monograph on schizophrenic art deals with the works of Ernst Josephson, Carl Frederik Hill, Van Gogh, and Rasmus Rask. Regression to the primitive in motive and treatment is typical of schizophrenic art, with artistic expression analagous to mental symptoms. Thus we find rigidity and stiltedness in form; oddity, queeriness, and the grotesque in subject matter; symbolization, predominantly death and phallic; fear, fright, sexual aggression by wild beasts as responses to delusions and hallucinations; perseveration; and bisexuality. The progression of the disease can be traced in comparing the earlier with the later works of these artists.—*R. C. Moore* (Boston Psychopathic Hospital).

1751. Engel, A. M. When should the school refer the mental defective to the specialized agency or institution? *Amer. J. ment. Def.*, 1940, 45, 304-309.—For institutionalization of mental defectives it is not the mere fact of their feeble-mindedness alone which must be considered but also whether the character and personality traits are so defective that coupled with the lack of mental ability the chances of success in the community are unlikely. The majority of special class graduates are able to make a satisfactory socio-economic adjustment. When parents of an asocial defective child refuse to consider institutional placement, then the school and other social agencies must accept the responsibility of forcing the commitment to an institution.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1752. Ey, H. *La psychopathologie de Pierre Janet et la conception dynamique de la psychiatrie*. (Psychopathology according to Pierre Janet and the dynamic conception of psychiatry.) In *Various, Mélanges Pierre Janet*. Paris: d'Artrey, 1939. Pp. 87-99.—Parallels are drawn between the dynamic conceptions of psychiatry of Jackson, Janet, and Freud, and particularly between the first two which are almost identical. Both are opposed to Freud in so far as they do not admit that psychotic conditions are due to mere psychological causes. The comparison between Jackson and Janet bears on the following points: (1) hierarchy of the psychological functions and their dissolution; (2) neurologic disorders and psychoses; and (3) deficiency disorders, and mechanism of the symptoms.—*C. Nony* (Paris).

1753. Falstein, E. I. Psychoses in children. *Ill. med. J.*, 1939, 76, 271 ff.—(*Child Developm. Abstr.* XIV: 1723).

1754. Finesinger, J. E., & Mazick, S. G. The respiratory response of psychoneurotic patients to

ideational and to sensory stimuli; respiratory responses in psychoneuroses. *Amer. J. Psychiat.*, 1940, 97, 27-48.—Sensory stimuli included injected saline solution, skin pricks, and electrical shock. Changes in minute respiratory volume are reported as an index of respiratory response.—*R. Goldman* (Boston Psychopathic Hospital).

1755. Fleming, R., & Tillotson, K. J. Further studies on the personality and sociological factors in the prognosis and treatment of chronic alcoholism. *New Engl. J. Med.*, 1939, 221, 741-745.—[Abstracted review; original not seen.] A check-up study of 120 alcoholic patients who have been studied intensively at the McLean hospital shows that there is no one personality pattern or definite alcoholic type and that the outcome of treatment of chronic alcoholism has little relationship to sociological or personality traits, type of therapy, or duration of hospitalization. One general conclusion is drawn: anyone—normal, neurotic, psychopathic, manic-depressive, or schizoid—may become an alcoholic addict if he drinks long enough and in sufficient quantities and that the younger he is when he starts drinking the less likelihood there is for his successful treatment in a mental hospital.—*M. Keller* (Butler Hospital).

1756. Flescher, J. *Betrachtungen über die Psychodynamik zwangsneurotischer Störungen in einem Fall mit manisch-depressiven Zuständen*. (Considerations on the psychodynamics of compulsive disturbances in a case with manic-depressive episodes.) *Schweiz. Arch. Neurol. Psychiat.*, 1939, 44, 229-242.—The connection between the intellectual and affective content may extend into the unconscious. The repression preceding the compulsive thought may express itself in various ways, one of which is withdrawal of affect, as in the present case. The appearance of the obsessive ideas depended on tendencies determined by the cyclothymic disturbances. This fact is important for the diagnosis, prognosis, and therapy of a compulsion neurosis constructed in this way.—*M. E. Morse* (Baltimore, Md.).

1757. Frank, A. *Neuroses and psychoses of war*. Sydney: Angus & Robertson, 1940. Pp. 92. 4s. 6d.

1758. Fremming, K. H. *Beschädigungen des Zentralnervensystems als Folge elektrischer Verletzungen; mit besonderer Berücksichtigung dauernder Folgeerscheinungen bei Kindern*. (Injuries to the central nervous system after electrical shock; with special consideration of permanent after-effects in children.) *Z. Kinderpsychiat.*, 1940, 7, 97-102.—After summarizing the available literature on the effects of electrical shock on the nervous system in adults, the author describes the case of a nine-year old boy who climbed a tree that was used as a support for electrified wires carrying 380 volts. The child grasped the wires and an instant later fell to the ground unconscious. A detailed record of hospital findings at the time and of his subsequent progress is given. Physical symptoms soon cleared up, but thereafter the child showed an extreme alteration of personality, with symptoms closely

resembling those commonly following encephalitis lethargica.—*F. L. Goodenough* (Minnesota).

1759. **Goldman, G. S.** On the differential diagnosis of organic and psychogenic disturbances. *Dis. nerv. Syst.*, 1941, 2, 23-30.—The following 5 points, together with illustrative case material, are presented as positive contributions to the specific topic stated in the title: (1) a presumptive diagnosis of neurosis should not be made solely on the basis of absence of organic pathology; (2) for such a diagnosis (of neurosis) positive evidence that the patient is emotionally ill should be found; (3) a close relationship should exist between the symptoms and the emotional disturbance, the former being considered a direct outgrowth of the latter; (4) a therapeutic test may be used to test the accuracy of the diagnosis; (5) cases should not be categorized as "either-or" but should be approached as a psychosomatic problem.—*C. E. Henry* (Brown).

1760. **Goodman, A. W.** Social competence of institutionalized young female epileptics. *Amer. J. ment. Def.*, 1940, 45, 219-227.—Institutionalized epileptics are socially incompetent in some cases due to the epilepsy itself and in others due to the disease plus some degree of mental deficiency. There is a particular deficiency along lines of self-direction according to findings on the Vineland Social Maturity Scale.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1761. **Gottlieb, B. S.** Prognostic criteria in hebephrenia; the importance of age, sex, constitution and marital status. *Amer. J. Psychiat.*, 1940, 97, 332-341.—Native born or native reared patients of average intelligence, physically normal, from an urban environment were studied. Males were found to develop the disorder at a younger age than females. Prognosis was less favorable with earlier age of onset. "The data concerning the constitution of the patients reveal that individuals of asthenic habitus tend to run a progressive course and as a rule do not get well. Patients of athletic habitus show a greater possibility of recovery. Patients of pyknic and dysplastic habitus as a rule develop an atypical form of hebephrenic schizophrenia and show a tendency to improvement or recovery."—*R. Goldman* (Boston Psychopathic Hospital).

1762. **Hackbusch, F.** When should the general social agency or the school refer the mentally defective client to an agency specializing in work with defectives? *Amer. J. ment. Def.*, 1940, 45, 296-303.—Probably the principal contribution offered by the institution or special public agency caring for mental defectives is permanent legal custody. However, there is no reason why enlightened general social agencies cannot supervise a large number of mental defectives in the community by accepting them for what they are, by not trying to treat them as normals, and by supervising their training along lines adapted to their abilities.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1763. **Hallay, L. I.** Schizophrenia modified by alcohol. *Virginia Med. Mon.*, 1940, 67, 111 ff.—

[Abstracted review; original not seen.] This case report is a further illustration of the thesis developed by the author in a previous article that moderate and habitual drinking may effect a social cure both in potential schizophrenics and developed psychoses.—*M. Keller* (Butler Hospital).

1764. **Harrower-Erickson, M. R., & Miale, F. R.** Personality changes accompanying organic brain lesions; pre- and post-operative study of two pre-adolescent children. *Rorschach Res. Exch.*, 1940, 4, 8-25.—Two 12-13 year old children, with established brain lesions were examined with the 1937 revision of the Binet (Forms L and M), the Kohs blocks, and the Rorschach method. While the post-operative Binet records were similar to the first records, the Rorschach profiles were different. One post-operative Rorschach record indicated a change in the direction of much greater constriction, while the other showed that "a definite improvement in social adjustment might be expected." Parents' reports confirmed these indications. The authors conclude that "psychological study and the Rorschach method in particular, may lead to the discovery of consistent patterns of behavior accompanying different types of brain lesions."—*R. Horowitz* (New York City).

1765. **Hemphill, R. E., & Reiss, M.** Investigations into the significance of the endocrines in involuntal melancholia. *J. ment. Sci.*, 1940, 86, 1065-1077.—Endocrine study of 30 female patients (of whom 15 had never borne children) in a mental hospital for depressive illnesses associated with menopause or involuntal state showed that they could be roughly grouped into: (1) pure hypo-ovarian, (11 cases, 9 of whom had never borne children); (2) hypo-ovarian combined with hypo-thyroidism (4 cases); (3) hypo-ovarian combined with hyperthyroidism (7 cases, 6 of whom had borne children); hypo-ovarian combined with hypo-adrenalism (8 cases). Studies were made of vaginal smears, gonadotropic hormone increase, follicular hormone treatment, luteal hormone, corticotrophic hormone treatment. The intimate relationship of pituitary and thyroid through the thyrotrophic principle is emphasized; the importance of adrenal insufficiency in certain types of involuntal melancholia is stressed; and it is suggested that disturbances of the activity of the anterior pituitary are largely responsible for the protean characteristics of involuntal melancholia.—*W. L. Wilkins* (Milwaukee, Wis.).

1766. **Huber, K.** Über die Alkoholhalluzinose und ihre Beziehungen zur Schizophrenie. (Alcoholic hallucinosis and its relation to schizophrenia.) *Schweiz. Arch. Neurol. Psychiat.*, 1939, 44, 43-68.—Of 20 cases of alcoholic hallucinosis studied by Huber, only 6 later became definitely schizophrenic. He believes that 2 varieties of alcoholic hallucinosis can be differentiated. In one, in which only the alcoholic factor is present, the patient's attitude toward his dramatic, terrifying hallucinations is objective; his personality is unchanged. In the



other variety a schizophrenic factor is added, evidenced by the characteristic manner in which the hallucinations are experienced (as having a secret meaning); the patient's personality is changed. Olfactory, gustatory, or somatic hallucinations may also occur. This hallucinosis comes only at the beginning of the schizophrenia, and in fact, may light up a latent disease.—*M. E. Morse* (Baltimore, Md.).

1767. **Jenkins, R. L., & Curran, F. J.** The evolution and persistence of groups in a psychiatric observation ward. *J. Soc. Psychol.*, 1940, 12, 279-289.—"A brief period of experiment on a psychiatric observation ward for adolescent boys with the 'sociometric' technique of Dr. Jacob L. Moreno, reveals that it is possible to obtain plots of choices which significantly reflect many important aspects of, and changes in, the social organization of the ward." A method of plotting the results by small groups is described.—*G. Brighthouse* (Occidental).

1768. **Jones, V.** Personality revision for subnormal girls with future family membership expectancy. *Amer. J. ment. Def.*, 1940, 45, 281-288.—The training program for girls in a private school for mental defectives is outlined. Since the children are deviates, an automatic, standardized pattern of behavior is considered their safest approach to the ideal of normalcy and future family expectancy. Thus emphasis in training is placed on the idea of conformity. Academic work as well as social activities common to children and young people of society are phases of the training program. Disturbing habits of behavior are identified and, if possible, eliminated. In so doing 7 general disabilities or bad habits with 57 different manifestations and over 300 frequencies of appearance were discovered in the study of 19 girls whose IQ's ranged from 27 to 71. General remedial measures are indicated.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1769. **Kant, O.** Differential diagnosis of schizophrenia in the light of the concept of personality-stratification. *Amer. J. Psychiat.*, 1940, 97, 342-357.—3 strata may be roughly distinguished in the psychological organism: the deepest stratum comprises the functions of the organism on the somatic level, the highest comprises the psychological functions, and the intermediary stratum has intimate relations to both and is called the vital stratum. It is the author's theory "that the truly schizophrenic syndrome is not restricted to the psychological level but that the vital stratum is always more or less deeply involved." Criteria are described on the basis of which it is possible to decide whether a given symptom belongs to one or another stratum.—*R. Goldman* (Boston Psychopathic Hospital).

1770. **Karnosh, L. J., & Gage, E. B.** Psychiatry for nurses. St. Louis, Mo.: Mosby, 1940. Pp. 327. \$3.75.—Designed for student nurses, the book emphasizes the practical aspects of psychiatric nursing. The authors state that one of their objectives is giving to nurses a constructive attitude toward men-

tal disease. There is a brief historical review of psychiatry, from tribal rites to shock therapies. Heredity is emphasized with reference to intelligence, temperament, and psychosis, somewhat qualified in relation to the last named. Personality is described as built on hunger, sex, and herd instincts; Freud and Kretschmer are followed. Common causes of mental diseases and Meyer's classification are presented. The largest part of the book is given over to an elementary discussion of the background, symptoms, diagnosis, and treatment of the mental disorders most commonly found in psychiatric hospitals. Physical, occupational, and shock therapies are each given a chapter. Specific instructions concerning materials and techniques are included. Chapters are short, each followed by references and questions. Glossary and index.—*R. Horowitz* (New York City).

1771. **Kelley, D. M.** The present state of the Rorschach method as a psychiatric adjunct. *Rorschach Res. Exch.*, 1940, 4, 30-36.—*R. Horowitz* (New York City).

1772. **Kelley, D. M., & Margulies, H.** Rorschach case studies in the convulsive states. *Rorschach Res. Exch.*, 1940, 4, 157-190.—"1. Two Rorschach records of known cases of idiopathic convulsive states are presented together with pertinent clinical and other psychological findings. 2. The use of a clinical differential-diagnostic technique permits the diagnosis to be made from the Rorschach findings of convulsive states—probably idiopathic. 3. Through the Rorschach method a complete clinical picture is established and even more important the basic operative mechanisms are elucidated so that future behavioristic manifestations can be satisfactorily predicted in these cases." The protocols, discussions, and diagnoses are given with great detail.—*R. Horowitz* (New York City).

1773. **Kläsi, J., Maier, H. W., Manzoni, B., Steck, H., & Stähelin, J. E.** Schizophrenie und Militärdienst. (Schizophrenia and military service.) *Schweiz. Arch. Neurol. Psychiat.*, 1939, 44, 353-400.—This is the report by a commission to the social insurance court of the Swiss government. The authors base their opinions on Kraepelin's and Bleuler's theories of the disease and the German experience during and after the war 1914-18. Their conclusions are that schizophrenia is an inherited, endogenous, organic disease, and consequently independent of military service. The last war did not increase the number of cases. Military service does not have a permanently unfavorable influence on a case; it may cause an anticipation of symptoms, which would inevitably have appeared later. A man who has had any kind of a psychosis should be rejected for military duty. The principles of compensation for men who develop schizophrenic symptoms while in service are discussed.—*M. E. Morse* (Baltimore, Md.).

1774. **Klein, E.** Benign paranoid reactions. *Med. Annu. Dist. Columbia*, 1939, 8, August.—[Abstracted review; original not seen.] Attention is called to a group of recoverable paranoid reactions

previously described by Kretschmer as *der sensitive Beziehungswahn* (sensitive reference psychosis). 7 cases who were given supportive psychiatric treatment in the community are described. In agreement with Kretschmer the author feels that these benign reactions occur as episodic attacks in poorly organized personalities. The characteristic symptoms are an impure affect with tension, guilt feelings, and ideas of reference and misinterpretations.—*M. Keller* (Butler Hospital).

1775. Klima, J. V. [The pioneer work of Prof. Herfort in the care of the feeble-minded in Czechoslovakia.] *Čas Lék. čes.*, 1940, 79, 320-322.

1776. König, J., & Zimányi, I. Eine neue Form von akuter Demenz im Kindesalter. (A new form of acute dementia in childhood.) *Ann. paediat.*, 1940, 155, 305-324.—The authors describe 4 cases of what they believe to be a new form of mental disorder. The patients ranged in age from 2½ to 10 years. All showed normal development during the first few years of life. The first symptoms consisted of epileptiform convulsions which, however, did not respond in any way to medical treatment but became progressively worse. Within a period of from 6 months to a year's time, serious mental involvements became apparent, with regression to an idiotic level within a very short time (2 months to one year). During this period of regression the child as a rule maintained a superficial appearance of normality long after more careful examination revealed that marked deterioration had set in. The basic motor functions and the facial expression remained intact for a relatively long time. Encephalograms revealed marked organic changes that followed a fairly consistent pattern in all cases. A diagram is presented showing the differentiating features by which this condition may be distinguished from others having certain aspects in common with it.—*F. L. Goodenough* (Minnesota).

1777. Kramer-Krampflicsek, H. Situationsneurosen im Kindesalter. (Environmental neuroses in childhood.) *Z. Kinderpsychiat.*, 1940, 7, 71-76; 109-117.—Neurotic disturbances in children are more likely to be the result of disrupting conditions or events in the home situation than of constitutional or inherited tendencies in the child himself. For example, the birth of a second child involves a terrific shock to the older child who has previously been the sole object of the parents' love and attention. The neurotic symptoms that may result when no attempt is made to prepare the child for the coming of the new baby are illustrated by the case of an eleven year old girl who, when first seen, showed the typical symptoms of dementia praecox. After intensive treatment for more than 3 years the child's condition had greatly improved. The author considers this a typical case of "environmental neurosis" in which a long sequence of adverse conditions resulting from marital discord and lack of self-control on the part of the parents was climaxed by the birth of a younger sister. It is pointed out that extreme disturbances such as this, although

they may seem to be precipitated by some single and spectacular event, usually have their roots in a complex series of conditions that provide the setting from which the event in question derives its special meaning for the child. This accounts for the fact that circumstances which are extremely upsetting to one child may have no observable effect upon another. Two further cases of the same general type are reported.—*F. L. Goodenough* (Minnesota).

1778. Lebedinski, M. [Dynamic characteristics of the actions of schizophrenics.] *Sovetsk. Psikhonevrol.*, 1940, 16, No. 1, 57-66.

1779. Lemere, F., & Voegtlin, W. L. Conditioned reflex therapy of alcoholic addiction; specificity of conditioning against chronic alcoholism. *Calif. West. Med.*, 1940, 53, 268.

1780. Lewinson, T. S. Dynamic disturbances in the handwriting of psychotics; with reference to schizophrenic, paranoid and manic-depressive psychoses. *Amer. J. Psychiat.*, 1940, 97, 102-135.—"Handwriting considered as an expressive movement, is a dynamic entity and as such does not consist of isolated signs but of different graphic criteria which form a dynamic relationship and are subject to interpretation. These criteria are: form originality, form of connection, the stroke (horizontal outline, movement character and shading) size, difference between long and short letters, proportion between upper and under lengths, direction of lines, width, copiousness, slant, right-left tendency, margins, pressure, continuity of connection, rhythm, distribution, speed, regularity, balance between bond and release, etc." The outstanding graphic factor in the handwriting of the psychotic is abnormal rhythmic disturbance, rigidity, or extreme irregularity in one of the 3 dimensions (height, breadth, and depth) or in the dynamic relationship. Emphasized disturbance of breadth is found in schizophrenic writings, of depth in paranoid writings, and of height in manic-depressive writings.—*R. Goldman* (Boston Psychopathic Hospital).

1781. Lhermitte, J., & Sigwald, J. Les membres fantômes dans les sections totales et subtotaies de la moëlle dorsale. (Phantom limbs in cases of total and subtotal sections of the central part of the spinal cord.) *Rev. neurol.*, 1939, 72, 51-56.—Observations from one patient are presented and compared with similar facts described by other writers. The author concludes that phantom limbs are not limited to amputees, and that anatomical or physiological section of the cord may cause the same illusion. He discusses the explanation proposed by O. Foerster according to which the prevertebral sympathetic chain which links the 2 otherwise completely isolated spinal segments, can transmit to the upper segment, and thence to the brain, the stimulation which comes from the lower segments, i.e., that situated under the lesion.—*C. Nony* (Paris).

1782. Lindesmith, A. R. The drug addict as a psychopath. *Amer. sociol. Rev.*, 1940, 5, 914-920.—The prevalent notion that drug addiction is correlated with previous neurotic or psychopathic

tendencies is examined. The evidence frequently cited in support of it is found to be totally inadequate because of lack of control groups and for other serious reasons. The analysis shows "that 'scientific' theories of drug addiction may be more adequately understood in terms of the emotional attitudes they express than in terms of the evidence."—*I. L. Child* (Harvard).

**1783. Maier, N. R. F. Abortive behavior as an alternative for the neurotic attack in the rat.** (Film.) Bethlehem, Pa.: Psychological Cinema Register, Lehigh University, 1939. 320 ft., silent, \$16.00.—This film is a sequel to the picture *Experimentally produced neurotic behavior in the rat* (see XIII: 2001). The experimental situation is arranged so that, instead of forced jumping to the stimulus window, the rat can use several substitute or abortive reactions, such as climbing on top of the starting box, jumping to the near wall, or clinging to the edge of the apparatus. When these abortive or escape reactions are prevented, the neurotic pattern appears in violent form.—*L. F. Beck* (Oregon).

**1784. Marmor, J., & Savitsky, N. Electroencephalography in cases of head injury.** *Trans. Amer. neurol. Ass.*, 1940, **66**, 30-34.—27 patients were studied for the purpose of evaluating criteria for differential diagnosis of traumatic hysteria from postconcussion syndrome. The intervals between the accident and the encephalogram ranged from 3 days to 35 years. All cases diagnosed clinically as hysteria showed normal tracings while 8 of the 11 cases with postconcussion syndrome showed abnormal rhythms. The signs tend to subside after a number of months, although the symptoms may persist. In genuine post-traumatic epilepsy all records showed epileptogenic patterns, some generalized, other focal.—*M. E. Morse* (Baltimore, Md.).

**1785. Marshall, W. Psychologic observations with re-education in a case of multiple sclerosis.** *Arch. phys. Ther.*, 1940, **21**, 164 ff.—[Abstracted review; original not seen.] The author reviews his previous work with re-education, relaxation, and psychotherapy for the Parkinsonian syndrome and congenital reading disability together with the theory and history of this therapy. Substitution of open perceptual pathways for impaired perceptual tracts is stressed. In applying such therapeutic measures to his treatment of a case of multiple sclerosis, the author instituted extensive graded physical exercises in order to acquaint unaffected efferent tracts with stimulation, so that the patient could feel what was desired. By persistent simple commands which exercised the motor components of the nervous system, the patient was slowly re-educated, so that she could again use these dormant efferent tracts.—*M. Keller* (Butler Hospital).

**1786. Martin, M. F. Logic in the informal interview.** *Psychiatry*, 1940, **3**, 535-537.—The psychometric interview emphasizes objectivity and impartiality and has its strength in its logical rigor. Nevertheless, it is superficial and unsatisfactory

since it frequently fails to take note of subtle and unpredictable differences between individuals. The psychiatric examination is directed primarily to the discovery of these subtle differences since it recognizes that an attention span for digits is far less important than an emotional attitude toward the self and that emotional reactions cannot be elicited by any rigorously standardized procedure. As a measure of combining the values of both interviews, interviewers should be properly grounded in logic, so that there might be a full appreciation of all the possible significances of inquiries intended to be simple, but actually carrying many shades and nuances of meaning, as, for example, the question, "Do you consider yourself smart?" which may be related by the individual to considerations of intelligence, facetiousness, defiance, cleverness, and various other meaningful connotations.—*M. H. Erickson* (Eloise Hospital).

**1787. Martinson, B., & Strauss, A. A. Education and treatment of an imbecile boy of the exogenous type.** *Amer. J. ment. Def.*, 1940, **45**, 274-280.—Mental defectives with brain injuries require different educational methods than defectives of endogenous origin. The performance of those of the exogenous type is characterized by a marked degree of incoherence and lack of organization, by marked tendencies toward perseveration, and by distractibility. A case study of an imbecile boy is presented to illustrate the application of these principles. Prognosis for increase in mental development was very unfavorable. Special training was instituted at the age of 15 years. The effectiveness of the training is demonstrated by an increase in rate of mental growth and by an increase in social competency.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

**1788. Marzolf, S. S. Studying the individual; a manual on the case study for guidance workers and psycho-clinicians.** Minneapolis: Burgess, 1940. Pp. vii + 181. \$2.50.—Generally the purpose of this manual is to make the student aware of the significance of the case record and of some of the basic problems in the use of the case method. Problems in connection with treatment and the specific techniques of the administration of tests are omitted. Part I deals with the relations of the clinical psychologist and the clinic with the community. In Part II the author refers to the construction of the case record, including the gathering of the information and its interpretation and the understanding of the term "case method." Part III deals with the practice and techniques of counselling, and in the concluding section the use of the case method in research is discussed. Within each of these divisions is a series of problems, 84 in all, each amplified by case illustrations and followed by questions, a discussion, and a list of references. 6 appendices include a glossary and two bibliographies, one referring to case studies and the other to books and the periodical literature considered especially important for the clinician.—*P. S. de Q. Cabot* (Simmons).



1789. Maslow, A. H., & Mittelmann, B. **Principles of abnormal psychology.** New York, London: Harper, 1941. Pp. x + 638. \$3.50.—This textbook, based on clinical, experimental, hypnotic, comparative, psychoanalytic, and psychobiological studies, constitutes a systematic integrated presentation of psychological disturbances and abnormal behavior. Emphasis is placed throughout on dynamic aspects of behavior, considerations of interplay, interdependency, and motivation in behavior, and the interrelationships of individual responses, general behavior patterns, and the total behavior. The book is divided into 5 parts, introductory concepts, psychodynamic processes, the etiology of psychopathology, psychotherapy, and the symptom syndromes, containing respectively 5, 7, 4, 4, and 11 chapters. Extensive use is made of case and experimental material, and a list of suggested readings is given at the end of each chapter. A bibliography of 819 items, a glossary of technical terms, and 2 appendices relating to projective methods of examination and the magnitude of the problem of mental disease are given.—*M. H. Erickson* (Eloise Hospital).

1790. Mendonça Uchôa, D. de. **Considerações psicológicas, em particular, psicanalíticas sobre o alcoolismo.** (Psychological and particularly psychoanalytical considerations on alcoholism.) *Arch. Serv. Assist. Psicopat. S. Paulo*, 1939, 4, 349-366.—Antialcoholic campaigns, medical treatment, and superficial psychotherapy are inefficient because they do not take into account the unconscious motives which drive the alcoholic. Psychoanalytic contributions to the etiology of alcoholism agree that there is a pregenital fixation of the libido with regression to the oral phase and then to primary narcissism, a mother fixation being the basis of the homosexuality which all alcoholics display. The key to the alcohol problem is the education of parents and teachers in the difficulties of infancy and childhood, in order to avoid traumas which fix infantile reactions. As alcoholics often repeat childhood scenes, it is a crime to allow children to witness intoxication. Disgust with a drunken father leads to mother fixation. In adolescence, an attitude against even moderate use of alcohol should be fostered.—*M. E. Morse* (Baltimore, Md.).

1791. Meng, H. **Zur Einführung in die praktische Psychohygiene.** (Introduction to the practice of mental hygiene.) *Praxis*, 1940, 37.—[Abstracted review; original not seen.] A brief account of the specialized training needed by the physician and the medical student who is interested in the practice of mental hygiene is given. Special emphasis is placed on the importance of early treatment. "The prevention of neuroses must be begun during the first 6 years of life." It is pointed out that the teachings of Froebel and Pestalozzi embodied many sound principles of mental hygiene although they were themselves ignorant of the scientific basis of their philosophy.—*F. L. Goodenough* (Minnesota).

1792. Miale, F. R., & Harrower-Erickson, M. R. **Personality structure in the psychoneuroses.** *Ror-*

*schach Res. Exch.*, 1940, 4, 71-74.—The authors' objective was to find some specific variance between the protocols of psychoneurotics and normals on the Rorschach. "Rorschach records were obtained from 43 individuals of varying intellectual levels, aged from 15 to 55, who had been clinically diagnosed as psychoneurotic" at various hospitals. Records were also obtained from 20 normal individuals, "of intellectual and age levels comparable to those of the experimental group, to serve as a control group." 9 signs seemed to differentiate the two groups of protocols. These signs were: numbers of responses, number of M, proportion of FM to M, color shock, shading shock, refusal, proportion of pure form responses, percentage of animal content, and proportion of FC responses. "The average number of signs in the psychoneurotic group was 6.5, the range, from 3 to 9. The average in the normal group 1.5, and the range, 0 to 3. All but two of the neurotic subjects showed more than three signs." The authors conclude "that the presence in a Rorschach record of five or more of the signs we have described, suggests strongly the presence of a psychoneurosis."—*R. Horowitz* (New York City).

1793. Norbury, F. G. **Neuropsychiatry in general medicine.** *Dis. nerv. Syst.*, 1941, 2, 4-8.—The importance of neuropsychiatry as an active part of the procedures in the field of general medicine is discussed. Examples are cited to show how neuropsychiatry may be used to supplement the treatment of disorders of the chest, gastro-intestinal tract, genito-urinary system, endocrine system, and the nervous system. Emphasis is placed on the importance of understanding the individual as a whole rather than regarding him as but the locus for some disease entity.—*C. E. Henry* (Brown).

1794. Osborne, R. L. **Palaeophrenia: a re-evaluation of the concept of schizophrenia.** *J. ment. Sci.*, 1940, 86, 1078-1085.—Because of the widespread use of schizophrenia and dementia praecox as interchangeable terms, because of the failure of the Kraepelin and Bleuler systems, because of the resultant confusion of nomenclature, and finally because of Bolles' and of Cameron's demonstrations of the archaic nature of the schizophrenic's thought processes, it is suggested that palaeophrenia be used to describe cases which give symptoms of archaic thought or of regression to archaic qualities. The types of cases to be included under this rubric are discussed, and the other varieties of schizophrenia are allocated to various other rubrics.—*W. L. Wilkins* (Milwaukee, Wis.).

1795. Osgood, C. W. **A study of insight of psychiatric patients.** *Amer. J. Psychiat.*, 1940, 97, 152-162.—A greater proportion of cases of depression showed good insight on admission than of those with other psychoses. "Absence of insight on admission did not impair the prognosis for recovery, but patients with partial insight showed a poorer recovery rate than either those with no insight or those with good insight."—*R. Goldman* (Boston Psychopathic Hospital).

1796. Page, J. D. **Symptoms in schizophrenia.** (Film.) Bethlehem, Pa.: Psychological Cinema Register, Lehigh University, 1938. 400 ft., silent. \$20.00.—This picture reviews the common symptoms of schizophrenia as they are exhibited by patients in the average public asylum. Although the facial expression in most subjects is concealed by a mask, the picture delineates clearly such reactions as automatism, negativism, waxy flexibility, silliness, and volubility released by delusions and hallucinations. Certain sequences in the film indirectly reveal the social atmosphere of a psychopathic hospital.—L. F. Beck (Oregon).

1797. Page, J. D. **The treatment of mental disorders.** (Film.) Bethlehem, Pa.: Psychological Cinema Register, Lehigh University, 1939. 400 ft., silent. \$20.00.—The initial sequences of this film show an incoming patient being examined by the psychiatrist and the physician. The succeeding portions give glimpses of hydrotherapy, fever treatment, and the use of sedatives, insulin, and metrazol. The picture ends with a few scenes of recreational activities of the patients.—L. F. Beck (Oregon).

1798. Pescor, M. J. **The Kolb classification of drug addicts.** *Publ. Hlth Rep., Wash.*, 1939, Suppl. No. 155. Pp. 10.—The study attempts to evaluate the Kolb classification of drug addicts, which classifies addicts in the following major categories: (1) normal individuals accidentally addicted, (2) psychopathic diathesis, (3) psychoneurosis, (4) psychopathic personality without psychosis, (5) inebriate, (6) drug addiction associated with psychosis. Data secured from the clinical records of 1036 patients in the U. S. hospital at Lexington lead to the following conclusions: (1) The Kolb classification is justified. (2) The category, psychopathic diathesis, is over-balanced principally because of a tendency to use it as a repository for doubtful cases. (3) The term hedonistic personality is suggested as a substitute for psychopathic diathesis, since the former more adequately describes the pleasure-seeking type of addicts who make up the latter category. (4) There is a strong tendency to limit a diagnosis of psychopathic personality to those individuals who show a definite asocial or amoral trend. (5) It is possible to reconcile the Kolb classification with the Standard Classified Nomenclature of Diseases and Conditions.—G. R. Thornton (Purdue).

1799. Rice, T. B. **Living.** Chicago: Scott, Foresman, 1940. Pp. xvi + 464 + 24. \$2.25.—"In writing the present text the author is trying to break away from the structural or anatomical method of teaching hygiene. . . . Modern hygiene emphasizes the functional rather than the anatomic phases of the body, it is dynamic rather than static; it is a compilation of working instructions rather than a set of blue-prints." The material is presented in 3 parts: personal hygiene, mental hygiene, and environmental hygiene.—L. M. McCabe (Cambridge, Mass.).

1800. Rodnick, E. H., & Shakow, D. **Set in the schizophrenic as measured by a composite reaction time index.** *Amer. J. Psychiat.*, 1940, 97, 214-225.—

Preparatory intervals of different lengths were used, and there were regular and irregular warning procedures. Normals showed significantly shorter reaction times than patients and shorter times with the regular than with the irregular procedure. The schizophrenics gave at short intervals shorter times in the regular procedure; at the longer intervals, they gave shorter times with the irregular procedure. A composite index was constructed; it is suggested that such an index has practical value as a clinical device.—R. Goldman (Boston Psychopathic Hospital).

1801. Ross, W. D. **The "anxiety neurosis" Rorschach record compared with the typical basically neurotic record.** *Rorschach Res. Exch.*, 1940, 4, 134-137.—2 psychograms are presented for the same individual, derived from tests given just after an intra-cranial operation and about 5 months later. The first showed only 2 of the 9 neurotic signs suggested by Miale and Harrower-Erickson (see XV: 1764), the second showed 5 of these signs. It is suggested that the first "showed the mode of comprehension suggestive of an anxiety state," while the second "may represent the basic personality structure of a fundamentally unstable personality, a personality predisposed to developing neurotic symptoms, but not necessarily presenting such symptoms at the time."—R. Horowitz (New York City).

1802. Saxe, E., & Lyle, J. **The function of the psychiatric residential school.** *Bull. Menninger Clin.*, 1940, 4, 163-171.—Milieu therapy in a psychiatric residential school is recommended for the severely neurotic child, because (1) he is comparatively helpless to re-order his own surroundings or change them to better suit his needs; (2) the psychiatric school provides a scientifically controlled environment and a staff trained to carry on an individual therapeutic program; (3) the school, using its special facilities, encourages the child to learn the techniques and skills essential to self-confidence, a sense of security and a better social adjustment; (4) when individual psychotherapy is necessary, it is desirable that it be carried on in an understanding, cooperative environment.—W. A. Varvel (Chicago).

1803. Spencer, D. **Clinical psychology and mental adjustments.** *Teach. Coll. Rec.*, 1940, 42, 196-205.—This is a résumé of Leta S. Hollingworth's contributions to clinical psychology, with emphasis upon her efforts to maintain definite professional standards and a scientific attitude in this field. She was influential in the establishment of the American Association of Clinical Psychologists.—L. Birdsall (Coll. Ent. Exam. Bd, Princeton, N. J.).

1804. Steiner, L. R. **Where do people take their troubles?** *Amer. J. Orthopsychiat.*, 1940, 10, 805-810.—The author surveyed the field, taking his leads from telephone books, almanacs, advertisements, etc., to discover where a layman might turn for help with personal problems. He found the following people doing consulting: psychologists,

consulting psychologists, vocational guiders, ministers, Christian Science practitioners, writers, lecturers, columnists, success schools, numerologists, graphologists, spiritualists, physical therapists, etc.—*R. E. Perl* (Jewish Board of Guardians).

1805. **Sullivan, H. S. Endocrinoneuropsychiatry.** *Psychiatry*, 1940, 3, 561-563.—The writer criticizes the effort of the National Research Council for attempting to organize as a part of national defense measures a Committee on Neuropsychiatry, on the assumption that there can be a combination of endocrinology, neurology, and psychiatry into a single discipline of significant value in the present emergency. He stresses the need of recognizing adequately the separate fields of each of these medical fundamentals, and urges adequate recognition of psychiatry as a medical specialization dealing with mental and personality defects and disorders which become manifest in behavior, thought, and interpersonal adjustments. Such recognition will be of value at the present time and also in relation to future peacetime developments.—*M. H. Erickson* (Eloise Hospital).

1806. **Sutton, D. G. Naval psychiatric problems.** *Amer. J. Psychiat.*, 1940, 97, 255-275.—The nature of a naval environment and the importance of finding men who can adapt to it, is stressed. A majority of the men in service have received better than VIIIth grade education. For the years 1929 through 1938, 2781 mental patients were admitted to the sick list. During the years 1917-1919, there were 3605 discharges from the service as a result of medical survey for a mental condition. In 1917-1918, 213 men were discharged for mental deficiency; in 1938, only one man was discharged for this condition. The problems of intelligence and mental illness, while of minor importance during peace times, become serious at times of mobilization. There is a need for the detection and elimination of psychopaths of all types and the unstable individuals who might be predisposed to the psychoneuroses. The most commonly found types of the psychoneurotic problem with which the navy has had to deal are those classified under neurasthenia, psychasthenia, or hysteria with occasional anxiety syndromes and purely situational reactions.—*R. Goldman* (Boston Psychopathic Hospital).

1807. **Thomson, M. Supervision of the feeble-minded by county welfare boards.** *Amer. J. ment. Def.*, 1940, 45, 289-295.—Experience in Minnesota indicates the value and advisability of having the supervision of high-grade feeble-minded persons carried out by county and local welfare agencies rather than by a staff from a centralized state agency or institution.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1808. **Tietz, E. B., & Stephens, F. M. The treatment of the involutional psychoses with illustrative cases.** *J. Med., Cincinnati, O.*, 1941, 21, 476-479.

1809. **Törngren, P. Moralsjukdomen.** (Moral sickness.) Stockholm: Medéns, 1940. Pp. 197.—

[Abstracted review; original not seen.] The author maintains that the bases for all neuroses are what he terms 'the moral sickness' and that his point of view may give the foundation for a whole new knowledge of man and give new lines of direction both in theory and practice for education, criminology, sociology, politics, art, etc., but most of all for the medical psychological understanding and treatment of neuroses. Some of the chapter headings are: (1) Conscience. "Anyone who has a conscience has a bad conscience." (2) Ideals. These are handicaps. (3) Morale. The teaching that man believes that 'he will what he shall' is not only an innocent philosophical wrong teaching but really a piece of psychopathology and a background for nervous diseases. The main chapter deals with moral sickness. "The way to cure criminals is not more moral but less moral." Other chapters deal with principles of treatment of neuroses etc.—*M. L. Reymert* (Mooseheart Laboratory for Child Research).

1810. **Vandegrift, G. W. Ocular manifestations of hysteria.** *Med. Rec., N. Y.*, 1941, 153, 3-4.—Brief discussion is offered of the ocular manifestations of hysteria which the author divides into 3 distinct types: muscular anomalies, visual anesthesia, and visual hyperesthesia.—*M. H. Erickson* (Eloise Hospital).

1811. **Vassilenko, J. [A contribution to the study of aphasia.]** *Sovetsk. Psikhonevrol.*, 1940, 16, No. 2, 31-39.

1812. **Voegtlin, W. L., Lemere, F., & Broz, W. R. Conditioned reflex therapy of alcoholic addiction. III. An evaluation of present results in the light of previous experiences with this method.** *Quart. J. Stud. Alcohol*, 1940, 1, 464-471.—Results of the treatment of 685 alcoholics by establishing a conditioned reflex on the basis of an unconditioned nauseant response to subcutaneous administration of emetine are given. The patient is trained to distinguish between noxious and innoxious beverages at a subconscious level so that later choices of alcoholic or non-alcoholic beverages will be automatic. Cure expectancy of 64% may be anticipated with this method.—*W. L. Wilkins* (Milwaukee, Wis.).

1813. **Wallin, J. E. W. Report of the Division of Special Education and Mental Hygiene for the school year 1939-1940, Delaware State Board of Education.** *Rep. Div. spec. Educ. ment. Hyg., Del.*, 1940, Part 12, 287-298.—The first part of this report outlines the activities of the division: school visitation, inspections, conferences, and routine administrations; survey of physically and mentally handicapped children; psychological and educational examination of handicapped children; audiometric testing; placement of examined children; distribution of children in special classes; follow-up of hard of hearing children; and problems of mental hygiene and the schools. In the second part several recommendations are submitted for the improvement of the program.—*F. W. Finger* (Brown).

1814. **Weil, A. A. A contribution to the "quick-motion-picture" illusion of Hoff-Pötl.** *J. nerv.*



ment. *Dis.*, 1941, 93, 42-52.—"After a review of the bibliography of the 'quick motion picture' phenomenon (Hoff and Pötzl) which has not been dealt with in the American literature until now, four cases observed by the author are reported. These four cases described very distinctly the typical increasing of the speed of seen movements. Two of these cases had been observed during hypoglycemic states, one case during manic excitation, one case during oculogyric crisis. In addition to the explanation of the phenomenon given by Hoff and Pötzl, based on brain pathology, the author mentions the rigidity of the vision as a causative factor. Finally, an attempt is made to give a psychological explanation which is based on the concept of a disturbance in the relation between 'ego-time' and 'objective time'; this disturbance is thought to be produced by conditions resembling certain twilight states, which could be substantiated in all reported cases."—*M. Keller* (Butler Hospital).

1815. **Werner, H., & Strauss, A. A.** Causal factors in low performance. *Amer. J. ment. Def.*, 1940, 45, 213-218.—In a preliminary study the authors described 2 kinds of visuo-motor organization which are closely related to 2 types of mental deficiency, namely to the endogenous and the exogenous types. On a marble board test they found the exogenous type proceeding in an incoherent manner while the endogenous type showed a global manner of work. To determine whether or not these differences were limited to the visuo-motor field other tests were tried. One had to do with auditory-motor performance. Striking and reliable differences were apparent. Incoherence and globality of procedure were seen as before. Apparently these are expressions of general and truly intersensorial trends. In checking whether the 2 types of behavior are well enough defined to suggest specific training procedures the authors gave several check tests having to do with figure and background relationships. Practical applications of the findings are discussed. Boys doing failing work in sheet metal and machine shop classes all showed impairment in the visuo-motor field. The authors advise that initial measures in remedial training should be directed toward minimizing those conditions which force the child into incoherent behavior, either by the process of integration or by accentuating the essential parts of the activity and eliminating those less essential and interfering.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1816. **Wortis, S. B., & Shaskan, D.** Retinitis pigmentosa and associated mental deficiency. *Amer. J. ment. Def.*, 1940, 45, 207-209.—41 cases of retinitis pigmentosa were examined. From this and a review of other studies the conclusion is reached that the hereditary nature of the condition is clear, but the mechanism of transmission and its relationship to mental deficiency or other stigmata are not understood.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1817. **Zupic, S.** [Early diagnosis of schizophrenia.] *Liječn. Vijesn.*, 1940, 62, 383-386.

[See also abstracts 1586, 1605, 1612, 1619, 1620, 1621, 1673, 1708, 1715, 1773, 1841, 1844, 1861, 1881, 1903, 1912, 1917, 1925, 1965, 1983, 1999, 2002, 2005, 2021.]

## PERSONALITY AND CHARACTER

1818. **Brosin, H. W., & Fromm, E. O.** Rorschach and color blindness. *Rorschach Res. Exch.*, 1940, 4, 39-70.—Since color shock is a significant interpretative item in the Rorschach protocol, color blindness as a possible source of error in interpretation seemed important. Protocols of 12 subjects with varying types of color blindness were scored and compared with clinical evaluations concerning the presence of neurosis or psychosis. "It was found that the presence of a significant amount of color shock corresponded to the independent clinical diagnosis of neurosis." The authors discuss the degree to which color-blind persons are really blind to color and suggest criteria for evaluating pseudo-shock. Suggestions are given for the detection of unsuspected color blindness in a subject. The authors conclude "that the Rorschach can be used as freely in the color-blind as in persons with normal vision." 2 detailed protocols are presented.—*R. Horowitz* (New York City).

1819. **Brown, P. A.** Sex differences in introversion. *J. soc. Psychol.*, 1940, 12, 399-404.—An introversion questionnaire, including 25 items concerned with habits and 27 items concerned with interests, was given to 96 female and 86 male students. "The outstanding result of the analysis was the failure of a clear picture of sex differences in introversion to appear."—*G. Brighouse* (Occidental).

1820. **Buinewitsch, K.** [Simulated and self-inflicted organic lesions produced for the purpose of avoiding military service.] *Wien. med. Wschr.*, 1939, 89, Pt. 1, 472.—[Abstracted review; original not seen.] It is suspected that during wartime laboratories and instructors in methods of simulation exist. Epilepsy is the neuropsychiatric condition most frequently simulated; deafmutism is often simulated. Ways of detecting malingering are discussed.—*M. E. Morse* (Baltimore, Md.).

1821. **Estes, W. K.** A visual form of the verbal summator. *Psychol. Rec.*, 1940, 4, 174-180.—"A visual form of the verbal summator has proved effective in evoking latent responses by summation with incipient responses to printed speech patterns. Data from this experiment show a close resemblance to standard English with respect to distribution of word-percentages." Two complete sample protocols are given.—*P. S. de Q. Cabot* (Simmons).

1822. **Gibb, C. A.** The definition of personality. *Aust. J. Psychol. Phil.*, 1940, 18, 246-254.—An examination of 66 definitions of personality places them in 4 classes. These are formed by the intersection of the dimensions biophysical-biosocial and integrative-summational. Most of the definitions

are biosocial and summational; the fewest are biosocial and integrative. The definitions are not listed but some are quoted. The author presents his definition of personality: "a socially revealed hierarchic integration of the innate dispositions and habit reaction tendencies of the individual."—H. D. Spoerl (American International College).

1823. Göppert, H. *Grundströmungen der Charakterologie*. (Fundamental currents of characterology.) *Fortschr. Neurol. Psychiat.*, 1940, 12, 399-424.—The author presents the material by topics, discussing the various points of view of different authors on the same subject. The topics are: typology, expression, character structure, developmental problems, and education. Bibliography.—D. S. Oberlin (Delaware State Hospital).

1824. Graham, J. L. Some attitudes toward values. *J. soc. Psychol.*, 1940, 12, 405-414.—A double seven-point rating scale and Thurstone's Social Attitude Scales were given to students of Lehigh University to test their attitudes in ethical, religious, political, economic, and social values. Distribution of social attitudes toward values of a controversial nature conform, in most cases, with the Allport J-curve distribution.—G. Brighouse (Occidental).

1825. Graham, J. L. The influence of general predispositions on specific attitudes. *J. soc. Psychol.*, 1940, 12, 415-422.—In a study of "deep-rooted" orientations influencing specific values a double rating scale with 8 broad generalizations to apply to 13 values of a controversial nature was given to Lehigh University students. Results show an avoidance of middle positions. "The fact that extreme general orientations were found probably indicates that they do exert considerable influence in modifying attitudes held toward specific values."—G. Brighouse (Occidental).

1826. Graham, J. L. The nature of attitude distributions and their relation to social adjustments. *J. soc. Psychol.*, 1940, 12, 423-429.—Difficulties in social adjustments increase as the distributions of attitudes are indicated by curves in the following order: leptokurtic, normal, platykurtic, unbalanced U-curve. Difficulty of adjustment with a J-curve distribution of attitudes increases as a situation moves from the average of a homogeneous group to an opposing group. Successful adjustments are also related to the steepness of the slope for each of the characteristic non-normal curves.—G. Brighouse (Occidental).

1827. Jacoby, H. J. *Analysis of handwriting; an introduction into scientific graphology*. New York: Norton, 1940. Pp. ix + 285. \$3.00.

1828. Kahn, E. Some aspects of the normal personality experiencing disease. *Yale J. Biol. Med.*, 1941, 13, 397-408.—The author voices a plea for the understanding of the whole personality of the person experiencing disease. Individuals differ considerably in the way they react to "being sick"; some break down under the slightest malaise while, at the other extreme, some find a refuge in

being sick and welcome the opportunity of being dependent. In order to appreciate why the patient responds as he does, it is necessary in all cases to understand who the patient is and the significance to the patient of the situation he finds himself in.—A. Chapanis (Yale).

1829. Kelley, D. M. Survey of the training facilities for the Rorschach method in the U. S. A. *Rorschach Res. Exch.*, 1940, 4, 84-87.—R. Horowitz (New York City).

1830. Klopfer, B. The interplay between intellectual and emotional factors in personality diagnosis. *Proc. 6th Inst. except. Child, Child Res. Clin.*, 1939, 41-47.—By means of the Rorschach method it is possible to differentiate between capacity and efficiency level. For example, an individual may give very good (imaginative) responses to a few ink blots, thereby revealing an achievement far beyond average. To colored cards, however, he may give careless, confused, disturbed responses. These are evidence not only of unevenness in the achievement level but also of certain very disturbing factors in the personality pattern. It is suggested that something of value might result from comparison of Rorschach factors and qualitative elements of the Binet test.—F. W. Finger (Brown).

1831. Klopfer, B. Personality aspects revealed by the Rorschach method. *Rorschach Res. Exch.*, 1940, 4, 26-29.—R. Horowitz (New York City).

1832. Klopfer, B., Davidson, H., Holzman, E., Kelley, D. M., Margulies, H., Miale, F. R., & Wolfson, R. The technique of Rorschach scoring and tabulation. *Rorschach Res. Exch.*, 1940, 4, 75-83.—This appears to be the first paper of a series. 3 principles of selection for the choice of scoring categories are described. These are: accuracy in descriptive definition, "natural propensities" of the Rorschach cards, and use of scoring categories the interpretative meaning of which has been verified by some source of information other than the Rorschach test itself. A tentative list of large usual details and small usual details in the 10 cards "in the approximate order of their frequency as arrived at through the use of the figures published in the literature and the count of 290 records" is given.—R. Horowitz (New York City).

1833. Lazarsfeld, P. F., & Robinson, W. S. The quantification of case studies. *J. appl. Psychol.*, 1940, 24, 817-825.—When an individual is to be classified as possessing a certain amount of a trait on the basis of a case record the usual procedure is to weigh the relevant bits of information which it gives and arrive at some kind of a summary judgment. It is suggested that a score can be obtained from the case record if those parts which are indicative of a high amount of the trait are given a value of +1, and those indicative of only a small amount a value of -1. The algebraic sum of these indicators divided by the total number of indicators will be the individual's score.—E. E. Ghiselli (California).

1834. Maslow, A. H. A test for dominance-feeling (self-esteem) in college women. *J. soc. Psychol.*,

1940, 12, 255-270.—Report on the Social Personality Inventory, a 52 item questionnaire which correlates .426 with the Bernreuter B<sub>2</sub>S, .553 with the Allport A-S, .29 with the Terman M-F, and -.39 with the Cason annoyance test.—G. Brighthouse (Occidental).

1835. McCormick, C. F. *The anecdotal record in the appraisal of personality.* Sch. & Soc., 1941, 53, 126-127.—3 years ago reports to parents from secondary schools in Springfield, Mo. were amplified to include ratings (on a 5-point scale) in work habits, self direction, social adjustment, and emotional control. These ratings could be graphically presented on a 5-spoke wheel drawing. To aid in their makings, anecdotal records were kept by the teachers throughout the semester of significant bits of behavior, "a record of any event in which the student takes part in such a way as to reveal something that might be significant about his personality." In one semester 442 anecdotes were written by 29 teachers about 252 students, only one for 168 students and up to 19 for one student. 171 reported favorable behavior, 182 unfavorable, and 89 neutral. It has proved to be a feasible and useful technique.—M. Lee (Chicago, Ill.).

1836. Moorman, L. J. *Tuberculosis and genius.* Chicago: Univ. Chicago Press, 1940. Pp. xxxv + 272. \$2.50.—Evidence from the writings of 10 selected literary geniuses is presented in the form of brief biographical sketches to show the progressive influence of tuberculosis upon creative mental activity in persons suffering from that disease. R. L. Stevenson, Friedrich Schiller, Marie Bashkirtseff, Katherine Mansfield, Voltaire, Molière, Francis Thompson, Shelley, Keats, and Saint Francis of Assisi are treated in that order. An introductory chapter quotes various semi-scientific and popular opinions which support this clinician's observations of striking mental excitation accompanying tuberculosis, especially in those with superior mental abilities. Several hypotheses are mentioned: that toxins of the tubercle bacillus directly affect the nervous system; that the unusual psychic phenomena, inhibited in the normal individual, are released during the disease; that with enforced physical inactivity, or with the prospect of early death, there is compensatory mental activity. Bibliography of 56 titles.—J. T. Cowles (Illinois).

1837. Mourad, Y. *La physiognomonie arabe et le Kitab-al-firasa.* (Arab physiognomy and the Kitab-al-firasa.) Paris: Geuthner, 1939. Pp. 162. Frs. 120.—An historical account of physiognomy as found in ancient and medieval Greek and Arab writings is presented. Physiognomy was used to judge the character of slaves to be purchased. The Arab concept of *firasa* which means insight enabling one to judge others at a glance, is compared to the *Einsicht* of the Gestaltists. The neobehaviorist theories of the whole-part character of behavior bear some resemblance to the concept of *complexio* of the medieval physicians. 50 pages are devoted to the translation of a rare 13th century manuscript which is followed by the Arab text. Part 1 deals with the

difference between mystical intuition and *firasa*, the relationship between physiognomy and medicine, the influence of climate and diet on character, and the parallelism between certain human and animal physiognomic types. Part 2 deals with temperaments (reflecting the influence of Hippocrates and Galen), the psychological differences according to the 4 ages of man, the character of noblemen and rich people, and the differences between people from warm and from cold countries. Part 3 deals with the significance of the limbs according to their shape, size, color, etc. Notes and commentaries explain the text; a bibliography of 9 pages, including Arab, Persian, and Latin manuscripts, and Arab, Italian, French, and Latin printed texts of the Middle Ages and the Renaissance, as well as the most recent writings, is given.—C. Nony (Paris).

1838. Rethlingshafer, D. *A statistical evaluation of tests of persistence.* Psychol. Rec., 1940, 4, 163-172.—11 tests using the interruption technique to measure persistence were used with 29 feebleminded and 29 normal subjects (MA range: 6 to 9-11). The application of 7 criteria showed that the most superior test was one where the material was meaningless.—P. S. de Q. Cabot (Simmons).

1839. Rodger, A. *Techniques of the interview.* Man, 1940, 40, 104-105.—Abstract.

1840. Smith, E. B. *Your personality.* Boston: Waverly House, 1940. Pp. vii + 247. \$2.00.—This book is presented as a common-sense guide "to a better and more successful personality." In the 16 chapters emphasis is on such topics as conversation, voice, intelligence, apparel, grooming, posture, etiquette, popularity, getting a job, and success. Questions for group discussion and a suggested reading list are included.—O. P. Lester (Buffalo).

1841. Thorpe, L. P., & Holliday, J. N. *Personality and life: a practical guide to personality improvement.* New York: Longmans, Green, 1941. Pp. xiii + 266. \$2.50.—This is a non-technical text for use in classes in mental hygiene or personality study where the student has an elementary knowledge of psychology. Some of the chapter headings may serve as outline of the treatment: (4) psychological drugs; (5) how can we dispense with psychological drugs?; (7) patching broken personalities; (9) the value of a philosophy of life; (10) is there a psychological foundation for social planning? The author discusses the development of attitudes, emotions, and emotional maturity; social and personality conflicts; introversion-extroversion; personality disorders and psychological service; the role of childhood influences in personality growth—all directed by the effort to "carve out virile socialized personalities." There are 6 pages of illustrations from every-day life.—J. D. Coronios (St. Lawrence).

1842. Tulchin, S. H. *The pre-Rorschach use of ink-blot tests.* Rorschach Res. Exch., 1940, 4, 1-7.—R. Horowitz (New York City).

1843. Van Dyne, E. V. *Personality traits and friendship formation in adolescent girls.* J. soc.



*Psychol.*, 1940, 12, 291-303.—Questionnaire studies of 42 girls in a private girls' camp showed that girls tend to choose as friends those of similar age, sociability, and dominance. Emotional stability, self-sufficiency, introversion, and self-confidence, as measured by the Bernreuter inventory, seem to have little to do with the formation of friendships among adolescent girls.—G. Brighouse (Occidental).

[See also abstracts 1699, 1736, 1755, 1764, 1769, 1771, 1780, 1792, 1879, 1905, 1909, 1988, 1996.]

## GENERAL SOCIAL PROCESSES

(incl. Esthetics)

1844. Alexander, F. *The psychiatric aspects of war and peace.* *Amer. J. Sociol.*, 1941, 46, 504-520.

—War cannot be considered a mass psychosis nor, from historical experience, an abnormal phenomenon. Human aggressiveness must be accepted. Hence, rather than to seek the causes of war, it seems more profitable to consider under what conditions peace is possible. In considering Freud's statement that wars result from man's innate destructiveness, it should be remembered that human aggression frequently finds sublimated outlets. There are two important conditions for peace: (1) human beings must be united in one large, well-integrated social organization; (2) there must be a technique for settling conflicting interests. A future league of nations must recognize the necessity of coercion until consensus is established.—D. L. Glick (Brown).

1845. Allee, W. C., Finkel, A. J., & Hoskins, W. H. *The growth of goldfish in homotypically conditioned water; a population study in mass physiology.* *J. exp. Zool.*, 1940, 84, 417-443.—There is a favorable effect on growth of goldfish when raised in water contaminated by other individuals of the same species. This automatic cooperation or unconscious mutualism is seen as fundamental for the higher types of sociality.—L. Carmichael (Tufts).

1846. Allport, G. W., & Faden, J. M. *The psychology of newspapers: five tentative laws.* *Publ. Opin. Quart.*, 1940, 4, 687-703.—This is an analytical study of 8 Boston newspapers from September 1-November 9, 1939, in regard to their treatment of the Neutrality Act issue. "The evidence reported in this study is interpreted as supporting five generalizations which are offered here as tentative laws in the new field of the psychology of newspapers: (1) issues are skeletonized; (2) any given newspaper's field of influence is well-patterned; (3) readers are more emotional than editors; (4) public interest as reflected in newspapers is variable in time; (5) public interest rapidly fatigues and presses for an early closure."—K. B. Breland (Minnesota).

1847. [Anon.] *Gallup and Fortune polls.* *Publ. Opin. Quart.*, 1940, 4, 704-718.—A topically arranged compilation of American Institute of Public Opinion and Fortune poll results for the summer of 1940.—K. B. Breland (Minnesota).

1848. Asch, S. E. *Studies in the principles of judgments and attitudes: II. Determination of judgments by group and by ego standards.* *J. soc. Psychol.*, 1940, 12, 433-465.—The influence of knowledge of standards of (1) congenial groups, (2) antagonistic groups, and (3) the individual's own former judgments was investigated. Students were asked to rank 10 professions for 4 characteristics in a series of experiments where conditions were varied by giving reference ratings in intelligence imputed to the above 3 sources. It was concluded: that standards imputed to congenial groups produce a change in definition of the object of judgment, not judgment of the object; that there is a tendency to reject the standards of an antagonistic group; that congenial standards reinforce each other; that antagonistic group standards are more strongly rejected when opposed to a group standard than when opposed to the individual's previous rating; that a lack of uniformity in judgments occurs when references show agreement of congenial and antagonistic groups; and that subjects changed their ratings more frequently when their original ratings diverged widely from implied group norms than when divergence was slight.—G. Brighouse (Occidental).

1849. Bakke, E. W. *Citizens without work; a study of the effects of unemployment upon the workers' social relations and practices.* New Haven: Yale University Press, 1940. Pp. xi + 311. \$3.00.—This is a companion volume to *The unemployed worker* (see XV: 1850). Workers' attitudes and consciousness of status lead them to curtail some kinds of group participation during unemployment, and keep many from entering leftist groups and organizations of unemployed. Families pass through a cycle of adjustment to unemployment. The self-reliance of workers is modified by unemployment and relief.—H. A. Gibbard (Brown).

1850. Bakke, E. W. *The unemployed worker; a study of the task of making a living without a job.* New Haven: Yale University Press, 1940. Pp. xiv + 465. \$4.00.—This is the report of a research study of employment and unemployment in New Haven during the depression, with emphasis on workers' experiences and attitudes. Workers seek economic and status goals, and utilize personal resources to offset barriers confronting them. When unemployed, workers develop job-hunting techniques, cut expenditures, accept unemployment compensation and relief. Their goals and resources, still rooted in their past experiences, are modified but not destroyed. (See also XV: 1849.)—H. A. Gibbard (Brown).

1851. Belot, G. *Le sentiment religieux.* (Religious feeling.) In Dumas, G., *Nouveau traité de psychologie.* Vol. VI, Bk. 2. Paris: Alcan, 1939. Pp. 241-252.—Part 1 deals with the nature of religion. Topics discussed are: sociological theories on the role and origin of religion (Durkheim); sentimental theories (Höfding, Schleiermacher, etc.), and their insufficiency; struggles between dogma and reason, and help brought to dogma by religious

feelings and habits; mysticism; inner and outer religion and how they meet. Part 2 deals with the practical function of religion which is for some authors (Höfding, Leuba, Le Roy) its true and essential purpose. Topics discussed are: religion as an instrument of social cohesion and training in social discipline; the pedagogical function of religion, its mechanism in children and in mankind, and its two limitations, formalism and mysticism.—C. Nony (Paris).

1852. **Blumenthal, A.** A new definition of culture. *Amer. Anthropol.*, 1940, 42, 571-586.—After defining symbol, idea, and other necessary terms of the definition, culture is defined as the world stream of ideas that are communicable by means of symbols from the first of such ideas in the cosmos to the present. Culture includes also the causal relationships between such ideas, all phenomena that are affected by such ideas, and all relationships between ideas and other phenomena that have or have not been identifiably affected by such ideas. The definition is applied to such terms as culture trait, culture complex, culture pattern, etc.—L. M. Hanks, Jr. (Illinois).

1853. **Bugelski, R., & Lester, O. P.** Changes in attitudes in a group of college students during their college course and after graduation. *J. soc. Psychol.*, 1940, 12, 319-322.—There is a statistically significant change in the attitudes of a group of 221 university students in the direction of greater liberality between their freshman and senior years. A representative sampling of these students 2 and 3 years after graduation showed no indication of a shift in attitude away from that held as seniors. Low correlations were found: between initial liberality as freshmen and liberality as seniors; between liberality and intelligence; and between intelligence and amount of change in attitude. Social science majors, while slightly more liberal as freshmen than those in physical and biological sciences and languages, became as seniors considerably more liberal than those in other groups.—G. Brighouse (Occidental).

1854. **Cantril, H., Rugg, D., & Williams, F. W.** America faces the war: shifts in opinion. *Publ. Opin. Quart.*, 1940, 4, 651-656.—This, the second report of the Princeton Public Opinion Research Project, covers the period from mid-summer to October 15, 1940 and deals principally with opinions toward greater aid to Britain and a firmer stand against Japan. With Gallup poll data it is shown that the isolationist group has been cut in half while the interventionist group has swollen to include over one-half the population. Favorable attitude toward greater aid to Britain has increased most in the Rocky Mountain States. The South and Southwest continue to be most belligerent; the East Central and West Central States, least interventionist. People from the small towns tend to be more interventionist than city dwellers. The interventionist group tends to be made up from members of the upper and middle income classes over 30, while

young people from the upper class continue to be most isolationist. The 2 groups (isolationists and interventionists) show less difference in attitudes involving issues confined to this hemisphere; as the source of potential involvement becomes more remote the disparity increases.—K. B. Breland (Minnesota).

1855. **Chapin, F. S.** An experiment on the social effects of good housing. *Amer. sociol. Rev.*, 1940, 5, 868-879.—Families moving into housing projects were matched on 10 variables with families remaining in the slums. When these families were followed for a period of a year, it was found that the experimental group, in comparison with the control (slum) group, (1) gained more in social participation, (2) gained more in social status, (3) improved their score on the "condition of the furnishings of the living room," and (4) decreased more the "use-crowdedness" of their homes. Neither group showed any significant change in morale or in general adjustment (as measured by the Rundquist-Slette scale). The author emphasizes his method which he terms "analysis by selective control" and considers to be the sociological analog of the experimental method.—I. L. Child (Harvard).

1856. **Chase, W. P.** Attitudes of North Carolina college students (women) toward the negro. *J. soc. Psychol.*, 1940, 12, 367-378.—Women college students in North Carolina show more favorable attitudes toward the negro than do Southern students in Alabama, and less favorable than Northern students in Ohio. In North Carolina there is a trend toward more favorable attitudes among students whose homes are in counties with smaller percentage of negroes in the total population.—G. Brighouse (Occidental).

1857. **Ciocco, A.** On the mortality in husbands and wives. *Hum. Biol.*, 1940, 12, 508-531.—See XV: 1406.

1858. **Cox, O. C.** Sex ratio and marital status among negroes. *Amer. sociol. Rev.*, 1940, 5, 937-947.—The correlation between the sex ratio and the proportion of men (or women) married varies between the sexes and between Negroes and whites. The results are interpreted largely by reference to the employment conditions of women.—I. L. Child (Harvard).

1859. **Daniel, C.** Three types of "like" reactions in judging popular songs: a remark to the preceding article on the "program analyzer." *J. appl. Psychol.*, 1940, 24, 746-748.—9 subjects expressed their likes and dislikes for the various parts of popular songs as they listened to them. The duration of the responses in general can be classified as: very short, lasting 3 sec. or less; short, lasting 5 to 6 sec.; or very long. (See XV: 1892).—E. E. Ghiselli (California).

1860. **Drucker, D.** Authority for our children. *Harper's Mag.*, 1941, 182, 276-282.—A questionnaire regarding the authority exercised in their bringing-up by family, school, and church was sent to a representative sample of college students. With the exception of Catholics, "family, school, and

church have renounced their authority almost completely apart from matters of purely outward obedience to health rules." One-half of the students said the family's main function was to provide emotional security. 57.9% said the mother exercised the dominant role in bringing-up children; 14.8% said authority was equally divided between the parents; the remainder said the father was dominant.—A. Thomsen (Syracuse).

1861. Dumas, G. *Prophétisme et suggestion*. (Prophetism and suggestion.) In Various, *Mélanges Pierre Janet*. Paris: d'Artrey, 1939. Pp. 75-86.—This account, taken from 18th century chronicles, describes the epidemic of prophetism and preaching which occurred in the Cévennes from 1700 to 1702 as a consequence of the revocation of the Nantes edict (granting to the French protestants permission to practice their religion) and the religious persecutions that followed. The epidemic spread through teaching, suggestion, or auto-suggestion: the prophets were uneducated men or women of whatever age, chiefly young people, and often children; the Bible, read or heard, provided all the contents of the prophecies as well as the nervous symptoms and hallucinations of the prophets. Amnesia followed the preaching and prophecies, and both were consequently ascribed to the Holy Spirit, while the author sees in them manifestations of psychological automatism.—C. Nony (Paris).

1862. Editors of *Fortune*. *The Fortune survey: its history and development*. *J. educ. Sociol.*, 1940, 14, 250-253.—This is a statement of the methods employed by the researchers for *Fortune* magazine in sampling public opinion. Questions are carefully drafted and then pretested to discover if they are adequate. About 5000 United States adults are sampled in each installment of the survey. About half are men, half women. About half are between the ages of 20 and 40, the rest over 40. The nation is divided into 7 sections, and in each section the number of interviews obtained bears the same ratio to the total sample as the section's population bears to the United States' population. By the same rule of proportion to population, interviews within each section are distributed among communities of all sizes. The sample is further subdivided by income levels, under 5 classifications: prosperous, upper middle class, lower middle class, poor (white), poor (negro). Interviews are conducted by a market research firm. Each interviewer is assigned a definite quota of interviews to be made, but there are no lists of names. Answers to questions are checked on printed questionnaires and these in turn handled, after inspection, with the assistance of mechanical sorters and tabulators.—D. G. Ryans (Cooperative Test Service).

1863. Edwards, A. L. *Studies of stereotypes: I. The directionality and uniformity of responses to stereotypes*. *J. soc. Psychol.*, 1940, 12, 357-366.—The directionality of a stereotype is its affective tone; the uniformity is its definiteness or the conformity of persons reacting to it. Questionnaire

studies on college students indicate that there is greater uniformity in responses to a stereotype when the direction is the same. Differences in the content of a stereotype are correlated with the directionality of the responses.—G. Brighouse (Occidental).

1864. Franzen, R. *The relation between radio programs selected and number of completed programs heard*. *J. appl. Psychol.*, 1940, 24, 838-853.—A method is described for measuring the relationship between the number of radio programs heard and type of program listened to. Sample results indicate that "persons who listen to a large number of radio programs exhibit program preferences very different from those of persons who listen little."—E. E. Ghiselli (California).

1865. Galt, W. *The principle of cooperation in behavior*. *Quart. Rev. Biol.*, 1940, 15, 401-410.—Evidence is presented to show that groups of species of animals, including man, constitute organismic integrations rather than mere aggregations of individuals. The adoption of this viewpoint has been slow in psychiatry and sociology although it was emphasized by Tigrant Burrow and associates in 1914. Modern partitive and disordered processes should be replaced by principles and behavior more in line with man's fundamental phylo-biological motivation.—O. W. Richards (Spencer Lens Company).

1866. Gaudet, H., & Wilson, E. C. *Who escapes the personal investigator?* *J. appl. Psychol.*, 1940, 24, 773-777.—An attempt to reinterview a group of some 1800 individuals who had been previously interviewed and about whom considerable was known, permitted an analysis of differences between those individuals who were successfully reinterviewed, those who refused to be reinterviewed, and those who were unavailable. While there were striking differences among the 3 groups, the number of persons who could not be reinterviewed was so small as to be of little importance. Furthermore, the personal characteristics and opinions of those individuals who refused to be reinterviewed and those who were unavailable appeared to cancel each other.—E. E. Ghiselli (California).

1867. Greene, K. B. *The social and professional status of women*. *Teach. Coll. Rec.*, 1940, 42, 206-211.—This is an account of Leta S. Hollingworth's efforts to raise women's social and professional status, together with her refutation of many of the old dogmas regarding the inequality of the sexes. The article is footnoted with numerous references to publications of Mrs. Hollingworth on sex differences and the status of women.—L. Birdsall (Coll. Ent. Exam. Bd, Princeton, N. J.).

1868. Horton, P. B. *Student interest in the church*. *Relig. Educ.*, 1940, 35, 215-219.—Data are presented for about 300 college students with reference to their church membership, church attendance, changes in attendance, etc. It is found that students who leave the church report that this occurred prior to entering college in most instances. The author notes that "the responsibility for this desertion of the church seems to rest less with the



college than with the church and home, those institutions upon which falls the task of inculcating into the heart of the child whatever religious beliefs and ideals he is to possess."—*F. A. Mote, Jr.* (Connecticut).

1869. **Hough, E. L.** *A note on aesthetic theory. Psychiatry*, 1940, 3, 507-508.—The author takes issue with H. B. Levey (see XIV: 5115) in his analysis of the free or pure artist as creating art to satisfy purely personal needs independently of external forces, and points out that the history of art discloses artists to be guided by tradition as much as by the need to resolve personal troubles and to be encouraged by general and social demands and forces. She concludes that the dominant incentive in artistic creation is more accurately to be considered the artist's faith in his art as an objective task and ideal.—*M. H. Erickson* (Eloise Hospital).

1870. **Hylander, F.** *Sexuallivets sammanhang med biologi, kultur, religion och personlighet.* (Sexual life's connection with biology, culture, religion, and personality.) Stockholm: Natur och Kultur, 1940.—[Abstracted review; original not seen.] Sexual life is conceived as including all phases of personality and not restricted to the purely biological. The author endeavors to give a popular exposition and illustrates sexual life in its various aspects and ramifications by ample examples from animal and man.—*M. L. Reymert* (Mooseheart Laboratory for Child Research).

1871. **Janus, S. Q.** *On the data of social psychology. J. soc. Psychol.*, 1940, 12, 387-392.—". . . there are no grounds for divorcing the methodologies of behaviorism and cultural determinism; . . . the sources of data for a scientific social psychology are universal in the sense of absence of any restriction upon the behavior samplings from which some or all these data are derived."—*G. Brighouse* (Occidental).

1872. **Laycock, S. R.** *The psychology of audiences. School*, 1941, 29, 462-466.—The author discusses methods of arousing and maintaining audience interest, securing acceptance of the beliefs or views presented, and the elimination of nervousness or stagefright. Each point is made in reference to general psychological principles, followed by specific suggestions for the classroom teacher.—*G. S. Speer* (Central YMCA College).

1873. **Lazarsfeld, P. F.** *The use of mail questionnaires to ascertain the relative popularity of network stations in family listening surveys. J. appl. Psychol.*, 1940, 24, 802-816.—A mail questionnaire dealing with preference in radio stations is more apt to be answered by the man in the family, who consults with other members of the family relative to the questionnaire, and who returns it only after some deliberation. A personal interview, on the other hand, is more apt to involve the responses of the wife, who answers for the whole family and does so on the spur of the moment. When the responses on a mailed questionnaire were compared with the reports of every member of the family in personal

interviews, a marked similarity was found in terms of the mentions of each of the major networks.—*E. E. Ghiselli* (California).

1874. **Lederer, E.** *State of the masses: the threat of the classless society.* New York: Norton, 1940. Pp. 245. \$2.50.—Social stratification involves differentiation of customs and ideas among groups within society; the interaction between these differentiated groups is essential to creativity and to the maintenance of civilization. Modern dictatorship threatens to substitute a classless or undifferentiated society, in which although individuals are members of various social groups they are in their political function a completely undifferentiated mass. In such a state, the mass behaves like a crowd, and accordingly the author applies principles of crowd psychology to his study of the contemporary mass-state. The role of propaganda in controlling the masses is emphasized throughout the book and in a series of appendices on psychological concepts.—*I. L. Child* (Harvard).

1875. **Leevy, J. R.** *Contrasts in urban and rural family life. Amer. sociol. Rev.*, 1940, 5, 948-953.—Some contrasts between rural and urban life in America are presented statistically under: (1) socio-economic activities; (2) economic status as revealed by home ownership and conveniences; (3) political and educational activities; and (4) religious and recreational activities. The data were obtained by interviews in Illinois between 1934 and 1938.—*I. L. Child* (Harvard).

1876. **Malinowski, B.** *An anthropological analysis of war. Amer. J. Sociol.*, 1941, 46, 521-550.—It is confusing to regard individual acts of violence and primitive feuds as general antecedents of modern warfare and fallacious to regard war as a necessary result of man's biological nature. In human societies the impulse of anger is usually transformed into attitudes of hostility or acts of violence which are culturally determined. Within an institution conflicts are subject to norms of custom, technique, ethics, and law. War is culturally productive when it creates a new institution, a nation-state. The most important cultural effect of conquest is an enrichment in national life through a division of function between conquerors and conquered and the development of new institutions. Totalitarianism, in so far as it saps the resources of culture and destroys its structure, is incompatible with the constitution of human societies for the normal business of producing, maintaining, and transmitting wealth, solidarity, reason, and conscience.—*D. L. Glick* (Brown).

1877. **Marwick, B. A.** *The Swazi.* New York: Macmillan, 1940. Pp. 320. \$4.25.—[Abstracted review; original not seen.] The native culture of the Swazis is described at length, as well as the modern European administration of Swaziland. The book leads towards an understanding of the disturbances produced in the native culture by contact with Europeans, and the subsequent adjustments.—*I. L. Child* (Harvard).

1878. **Miller, D. C.** *Morale of college-trained adults.* *Amer. sociol. Rev.*, 1940, 5, 880-889.—The Rundquist-Sletto Morale Scale was given to 951 college graduates. A high-morale and a low-morale group in each sex was selected for study. A great variety of sociological and social psychological factors were determined by use of an extensive questionnaire, and 79 factors were found to be associated with morale scores in men and 59 in women. 6 of these factors were sufficient to explain 41% of the variation in morale measurements in men. Of particular interest is the finding that the social psychological factors yielded better prediction of morale than did the sociological factors; this is interpreted as meaning "that the extent to which an individual feels he is achieving the goals he wants is more important in explaining morale than is the structural nature of the institutions in which he lives."—*J. L. Child* (Harvard).

1879. **Mowrer, O. H., Kornreich, J. S., & Yoffe, I.** *Competition and dominance in rats.* (Film.) Bethlehem, Pa.: Psychological Cinema Register, Lehigh University, 1940. 280 ft., silent. \$14.00.—3 rats that have lived together in an "economy of abundance" are placed in a small glass cell and allowed to become hungry. When bits of food are introduced, there is active competition but no fighting. As the hunger increases, the competition gives way to savage fighting, and a dominance hierarchy emerges. The subordinate rat eats hesitantly, even when alone, and quickly drops food when other animals are introduced. A title in the film explains that "personality typing," based on this kind of social experience, seems to be relatively permanent.—*L. F. Beck* (Oregon).

1880. **Newman, L. F.** *Diet and race.* *Man*, 1940, 40, 73-74.—Abstract.

1881. **Ombredane, A.** *Les usages du langage.* (The uses of language.) In Various, *Mélanges Pierre Janet*. Paris: d'Artrey, 1939. Pp. 183-198.—Language may be used for emotional expression, play, practical purposes, and representation (see XV: 2020). These 4 uses correspond to different periods of evolution and to different degrees of functional organization. Adult language commonly makes use of all 4 kinds. The first, having its origin in the spontaneous expression of the emotions, is the earliest and the best consolidated. The second use originates in the developmental period of lallations. Its voluntary reproduction results in jokes; different kinds of jokes are described and the techniques by which they are produced analyzed. Language for practical purposes facilitates actions, especially collective ones. In the representational use language develops from the response to a situation. Finally, dialectic use is purely formal, concerned with the signs as such. For each use the grammatical characteristics are analyzed. Distinction of the uses of language throws light on some problems of aphasia; it particularly explains Jackson's theory according to which the aphasic has lost the voluntary and phraseological uses of language

but retains the automatic and emotional uses.—*C. Nony* (Paris).

1882. **Park, R. E.** *The social function of war: observations and notes.* *Amer. J. Sociol.*, 1941, 46, 551-570.—War is a political institution in process, whose function has not been defined and whose structure is not yet fixed. Wars have provided the necessity for an organization of society which, for the purpose of collective action, has become immeasurably superior to the primitive horde. Where no common interests or constitutional understandings exist to make compromise possible, wars seem inevitable. Ideological wars turn out to be struggles for land, because political control and sovereignty of territory are necessary to maintain the different ways of life represented by the conflicting parties. The function of war has been (1) to extend the area of peace, (2) to create within that area a political power capable of enforcing it, and (3) to establish an ideology which rationalizes and a cult which idealizes the new political and social order.—*D. L. Glick* (Brown).

1883. **Paterson, T. T.** *Aspects of culture contact among the Eskimo.* *Man*, 1940, 40, 74.—Abstract.

1884. **Pearl, R.** *Some biological considerations about war.* *Amer. J. Sociol.*, 1941, 46, 487-503.—The basic biological principle underlying belligerent behavior is the will to live. Stimuli to belligerent behavior arise from: (1) predation, (2) invasion of territory, and (3) courtship, mating, and reproduction. These stimuli lead to essentially the same types of response in birds and mammals as in man, indicating the evolutionary background lying behind war as a form of human social behavior, although belligerency for its own sake is not a normal way of life for any organism. Among humans, propaganda has definite psychobiological effects, in linking the will to live with war situations. The alleged harmful genetic effects of modern warfare upon large population aggregates have been greatly overrated: before the adverse selectivity of warfare can seriously affect the gene pool of a large population, the selection must be much more drastic than any that has yet occurred. The fundamental biological problem presented by war is the evolution of new patterns of sociality in which organized warfare will have no part.—*D. L. Glick* (Brown).

1885. **Peterman, J. N.** *The "program analyzer": a new technique in studying liked and disliked items in radio programs.* *J. appl. Psychol.*, 1940, 24, 728-741.—An apparatus and method are described for measuring the likes and dislikes of subjects for specific parts of a radio program. During the program the subject presses one button if he likes the material being presented at the moment, and another if he dislikes it. His responses are recorded. Following the program, the important parts of it are played back from a recording and the subject is interviewed and asked just what it was that made him like or dislike them.—*E. E. Ghiselli* (California).

1886. **Pichon, E.** *Nombre et quantité.* (Number and quantity.) In Various, *Mélanges Pierre Janet*.

Paris: d'Artrey, 1939. Pp. 205-215.—Each language constitutes a self-contained system of thought with a logic of its own. The author examines the concepts of quantity, number, and unit in the French language which assigns a sex to every substance. Linguistically *une chaise* has as much femininity as *une femme*; but the French say *deux chaises*, just as they say *deux hommes*; the numbers have no gender. Thus the number has a group quality which does not apply to the members of the group. The number 1, which is at the same time an indefinite article (*un, une, des*), or even an adjective, is an exception. Therefore 1 is not a number, but only the material with which numbers are made. Examples taken from linguistics and mathematics are given in support of this theory.—C. Nony (Paris).

1887. Read, W. T. Aesthetic emotion. *Phil. phenomenol. Res.*, 1940, 1, 199-207.—The writer submits 3 postulates to explain the emotion of aesthetic experience. (1) "Whatever phenomena are experienced simultaneously are experienced as a unity. . . ." (2) "An emotion which is not the object of attention, or which occurs when the body is neither perceived nor visualized, has no spatial location." (3) "In an aesthetic experience the work of art (object) is in the center of attention, and the experience contains no phenomenological body or subject. The work of art (objective percept), the emotion, and possibly some imagery, constitute the sole content of experience. The emotion is not spatially located. . . . The emotion and object are parts within a whole, divisions within a unified mental state."—F. W. Finger (Brown).

1888. Riley, J. W., & White, M. The use of various methods of contraception. *Amer. sociol. Rev.*, 1940, 5, 890-903.—The Market Research Corporation of America has used its regular field investigators to interview 3500 women throughout the United States about their current attitudes and practices in contraception. Frequency of report of contraception and of particular methods is studied in relation to geographic area, size of city, economic status, age, and religion. Results are compared with those of 6 previously published surveys.—I. L. Child (Harvard).

1889. Robinson, W. S. Preliminary report on factors in radio listening. *J. appl. Psychol.*, 1940, 24, 831-837.—From a factor analysis of the intercorrelations among stated preferences for various types of radio programs two psychologically meaningful factors were obtained, a drama factor and an inspirational factor.—E. E. Ghiselli (California).

1890. Rollins, M. The practical use of repeated questionnaire waves: a remark to the preceding article on "Who answers questionnaires?" *J. appl. Psychol.*, 1940, 24, 770-772.—Contrary to expectation, a follow-up of a mail questionnaire produced fewer returns than did the original questionnaire. (See XV: 1896.)—E. E. Ghiselli (California).

1891. Schnepf, A. F. Techniques for the measurement of attitudes. *Cath. educ. Rev.*, 1941, 39,

12-29.—This review considers: the difficulties inherent in the definition of attitudes; techniques of indirect measurement; and the reliability and validity of various attempts, direct and indirect, to measure attitudes. The author stresses the need for many varied testing situations in order to obtain a valid and reliable measure and suggests possible criteria for future attitude scales.—G. S. Speer (Central YMCA College).

1892. Schwerin, H. An exploratory study of the reliability of the "program analyzer." *J. appl. Psychol.*, 1940, 24, 742-745.—By using the program analyzer (see XV: 1885) 2 groups of 19 individuals indicated the parts of a radio program they liked and the parts they disliked. It was found that a high correlation existed between the ratings of the 2 groups.—E. E. Ghiselli (California).

1893. Skinner, B. F. A quantitative estimate of certain types of sound-patterning in poetry. *Amer. J. Psychol.*, 1941, 54, 64-79.—The author discusses the question of to what extent alliteration represents a process in the behavior of a poet and to what extent it depends upon chance. The first 500 iambic pentameter lines of Swinburne's *Atlanta in Calydon* were analyzed to show (1) amount of repetition of 10 initial consonants in the same line; (2) amount of alliteration at all syllable separations from 0-8; (3) number of instances of the same initial consonant in groups of 3; and (4) amount of repetition of the same vowel sound at differing syllabic separations from 0-8. Comparable analyses of alliteration were made for 100 of Shakespeare's sonnets. It was found that instead of the 249 double occurrences of the same consonant within one line to be expected by chance, there are 314 such occurrences; instead of 31 triple occurrences, there are 54; and instead of 4 quadruple occurrences there are 13. Furthermore, the analysis of the alliterative span shows that the same initial consonants occur significantly more frequently than chance would predict at all syllable separations from 0-4 inclusive. There appears to be a tendency to repress the same vowel sounds within neighboring syllables, and particularly to avoid the same vowel sound at the comparable position in successive lines. It was found that in Shakespeare's sonnets alliteration occurs approximately as often as might be expected by chance.—D. E. Johanssen (Skidmore).

1894. Smith, M. Concordance in change of attitude with reference to war and capital punishment. *J. soc. Psychol.*, 1940, 12, 379-386.—Spontaneous attitude changes toward war and capital punishment among 282 university students showed some person-to-person concordance in amount and direction of change. The distribution of amounts of change approaches the normal curve.—G. Brighouse (Occidental).

1895. Stouffer, S. A. Intervening opportunities: a theory relating mobility and distance. *Amer. sociol. Rev.*, 1940, 5, 845-867.—Towards an understanding of the movement of people in space the author contributes the hypothesis that "the number



of persons going a given distance is directly proportional to the number of opportunities at that distance and inversely proportional to the number of intervening opportunities. Another way of stating the same hypothesis is that the number of persons going a given distance is directly proportional to the percentage increase in opportunities at that distance." A mathematical formulation of this hypothesis was used to predict the outcome of an empirical investigation of residential mobility in Cleveland; at most points the empirical result was very close to the prediction. The author hopes that many diverse phenomena of movement in space may be illuminated by this hypothesis.—*I. L. Child* (Harvard).

1896. Suchman, E. A., & McCandless, B. Who answers questionnaires? *J. appl. Psychol.*, 1940, 24, 758-769.—An analysis of the results obtained from mail questionnaires which were followed up by further mail questionnaires and telephone interviews indicated that the return to a mail questionnaire is influenced by the interest of the recipient in the topic under consideration and the amount of his education.—*E. E. Ghiselli* (California).

1897. Thorndike, E. L. The press in American cities. *Sci. Mon.*, N. Y., 1941, 52, 44-47.—This is an investigation into the contents of newspapers of cities (foreign news, education, art, music, sports, crime, stocks and bonds, etc.) in relation to general goodness (*G*) and the personal qualities of their population (*P*). The press of a city is not an accurate indicator of its general degree of civilization, welfare, humaneness, or intelligence; it is not a mirror reflecting the nature of the community where it is published.—*O. P. Lester* (Buffalo).

1898. Waples, D., Berelson, B., & Bradshaw, F. R. What reading does to people. Chicago: University of Chicago Press, 1940. Pp. xi + 222. \$2.00.—The authors criticize and synthesize existing knowledge of the social effects of reading and present a detailed program for research on psychosociological problems in connection with the printed word. Major factors considered are: (1) the social context, or preconditions of publications; (2) distribution of publications; (3) content of publications; and (4) readers' predispositions. Such terms as information, inspiration, education, and recreation, commonly used as categories in describing "why people read or what people get from their reading," are rejected. New categories suggested to describe "effects of reading upon groups" are: instrumental (reading for practical information); prestige (overcoming feelings of inferiority through identification with socially approved characters); reinforcement (strengthening of pre-existing socio-political attitudes, or conversion toward another attitude); esthetic (obtaining esthetic experience in reading "a literary masterpiece"); and respite (relief from tensions through momentary distraction). "This volume may mark both the end of the descriptive stage (study of who reads what) and the start of new ventures into the problems of interpretation" in

terms of psychology and sociology.—*A. Thomsen* (Syracuse).

1899. Wiebe, G. The effect of radio plugging on students' opinions of popular songs. *J. appl. Psychol.*, 1940, 24, 721-727.—While extensive playing of popular songs over the radio apparently does not increase students' liking of the songs, a lack of playing results in a decrease in liking. The effects are more marked with songs which are less liked than with those which are more liked.—*E. E. Ghiselli* (California).

1900. Zilboorg, G. The vicissitude of the intellectual immigrant of today. *J. soc. Psychol.*, 1940, 12, 393-397.—The immigrant of former years was full of hope and ambition. The contemporary intellectual immigrant comes here downhearted and disappointed. He cannot achieve assimilation by earning a living, freedom of speech, or vote; his most potent tool for assimilation is the acquisition of the language of the adopted country.—*G. Brighouse* (Occidental).

[See also abstracts 1700, 1701, 1767, 1826, 1834, 1843, 1904, 1926, 1980, 2001, 2003, 2004, 2009, 2013, 2018, 2020, 2040.]

#### CRIME AND DELINQUENCY

1901. Badonnel, M. Prophylaxie de la délinquance juvénile et dépistage scolaire. (The prevention of juvenile delinquency and truancy.) *Hyg. ment.*, 1938, 33, 135-142.—[Abstracted review; original not seen.] The period of the child's schooling is the most propitious for the prevention of delinquency because: (1) the school environment permits a rapid detection of mental defects and deficiencies for social adaptation; (2) during this period it is easy to observe infractions of rules and laws. As soon as the causes for these infractions have been detected, children should be given a series of psychiatric examinations. The main problem is to coordinate the recommendations resulting from the examinations with the families that would have to follow the therapeutic measures.—*D. L. Glick* (Brown).

1902. Bullock, H. A. [Ed.] Proceedings of the Eleventh Educational Conference: crime and delinquency of Texas negro youth growing out of the present economic and social change. *Bull. Prairie View norm. industr. Coll.*, 1940, 32, 1-76.—A survey is first given of the characteristics of the delinquents and of their criminal records, with a comparison to data from the nation as a whole. A contrast is then made between delinquent and nondelinquent groups: of family background, of economic status, and of educational accomplishment. Attitudes of Texas negro citizens toward the problem of crime are discussed. Finally, suggestions are given for the amelioration of the present situation.—*F. W. Finger* (Brown).

1903. Dukor, B. Zur Methode und Technik des psychiatrischen Gutachtens. (Method and technique of psychiatric expert opinion.) *Schweiz. Arch.*

*Neurol. Psychiat.*, 1938, 42, 225-248.—Dukor discusses the misunderstandings between jurisprudence and psychiatry in the borderland between the 2 sciences and technical errors in psychiatric opinions. From the scientific viewpoint delinquents are abnormal, but the legal viewpoint is ethical; responsibility is a legal, not a scientific concept. The psychiatrist should limit himself to giving the psychiatric basis for a legal decision. The same principle applies to the question of civil capacities. The expert may be unjustifiably swayed by practical, social, or ethical considerations; his opinion may reflect upon other persons or overemphasize minor deviations and is liable to be exploited by interested parties.—*M. E. Morse* (Baltimore, Md.).

1904. Fauquier, W. The correlation of language attitudes of delinquent boys to their previous institutional behavior. *Child Developm.*, 1940, 11, 285-291.—Daily records of misconduct were kept for a year on 73 institutionalized delinquent boys, and a questionnaire which sampled their attitudes toward 30 situations, similar to or identical with those in which they had misbehaved, was administered. The form used for recording misconduct and some of the questionnaire items are presented. Scores on the questionnaire showed differences among the following groups: 40 normal controls, the total delinquent group, the aggressive delinquents, and the submissive delinquents. Misconduct in the delinquency group was less for those showing high maturity on the questionnaire than for those showing less maturity. Linear correlation between questionnaire scores of the delinquents and their misconduct records was  $.55 \pm .058$ . "... language attitudes frequently are not reliable indications of behavior tendencies or potentials."—*C. N. Cofer* (George Washington).

1905. Frankel, E. The offender and the court: a statistical analysis of the sentencing of delinquents. *J. crim. Law & Criminol.*, 1940, 31, 448-456.—The type of sentence passed by 4 New Jersey judges is compared for 3 selected years. Differences are noted of more than 10% in the use of probation and county and state penal institutions. With 2 judges differences exist in sentencing of various types of crime. Further qualitative differences between judges are noted such as the formality of court room procedure, agents consulted by the judge before sentencing, and attitudes toward persons of varying nationality.—*L. M. Hanks, Jr.* (Illinois).

1906. Friedlander, K. On the 'longing to die.' *Int. J. Psycho-Anal.*, 1940, 21, 416-426.—The deficiency in the literature of studies on the problem of suicide is commented on and the contributions of various authors are summarized. The author then presents the suicidal mechanism in a single case. The various factors were found to be revenge, satisfaction of strong oral desires, and the fantasy of being saved by a loving mother. Each of these factors is discussed in detail in terms of analytic findings. 25-item bibliography.—*M. H. Erickson* (Eloise Hospital).

1907. Goldstein, H. Vocational guidance of the underprivileged. *Industr. Arts voc. Educ.*, 1941, 30, 45-46.—Vocational guidance in a correctional institution is much more difficult than in the ordinary school because the delinquent resents his placement and is generally an unstable personality who comes from a disorganized background. These boys must be given thorough psychiatric and psychological study in order to treat their emotional problems, and also to enable the counselor to help the boy discover his own vocational abilities and desires. Vocational guidance in this situation becomes a modified vocational psychiatry.—*G. S. Speer* (Central YMCA College).

1908. Hartman, A. A. Recidivism and intelligence. *J. crim. Law & Criminol.*, 1940, 31, 417-426.—The intelligence of various grades of recidivists is compared with the intelligence of various grades of first offenders among a total group of 4188 native-born, Illinois felons. Recidivists show significantly higher test scores than first offenders, a difference which persists in all age groups and all types of offense with the exception of sex offenses. The author concludes that intelligence is not a causal factor in crime.—*L. M. Hanks, Jr.* (Illinois).

1909. Kogan, W. Shifts in Rorschach patterns during a critical period in the institutional experience of a group of delinquent boys. *Rorschach Res. Exch.*, 1940, 4, 131-133.—Rorschach tests were administered to 6 institutionalized, delinquent boys twice, at an interval of approximately one month. Between the first and second administration of the test, a committee decided on the release or retention of the subjects. This is designated as the critical period. The protocols were analyzed for shifts during this period. "A combined psychograph of all six subjects indicated two rather distinct trends. (a) Improvement in the balance between M and FM. (b) Increase in the number of F responses. (c) Other less marked trends are the decrease in C', CF, and m." Other shifts are improvement in the W : M ratio, increase in total number of responses, decrease in W responses, increase in D and d responses, increase in F + %, and increase in A%. An outline of a study "designed to continue the exploration initiated by this study" is given.—*R. Horowitz* (New York City).

1910. Lenroot, K. F. Children in the courts, 1937. *U. S. Child. Bur. Publ.*, 1940, No. 250. Pp. iii + 88.—This publication presents and analyzes the juvenile court statistics for the year ended December 31, 1937 and the statistics on federal juvenile offenders for the year ended June 30, 1937. Comparisons are made with similar data for previous years.—*G. R. Thornton* (Purdue).

1911. Michelsen, T. Lindesmith's mythology. *J. crim. Law & Criminol.*, 1940, 31, 375-400.—Lindesmith (see XIV: 6054) is condemned for advocating changes in the narcotic laws which have done much to reduce the number of users. Organizations agitating such changes are accused of being headed by disreputable persons. Numerous cases

of dangerous criminals who are dope users are marshalled to show that narcotics are in themselves contributory causes of crime and of moral degradation of the users. Sickness, death, social degradation, and crime are found associated with the use of narcotics. Proposed dispensaries of narcotics for licensed users are condemned because of being contrary to legal practise and medical knowledge, as well as being probable sources for spreading addiction.—*L. M. Hanks, Jr. (Illinois).*

1912. Oltman, J. E., & Friedman, S. A psychiatric study of one hundred criminals. *J. nerv. ment. Dis.*, 1941, 93, 16-41.—This paper comprises a psychiatric study of 100 consecutive criminal cases committed to the New Hampshire State Hospital for observation. A discussion of the pathogenesis of crime and the psychiatric classification of criminals is presented, and there is a section devoted to statistical data. "Adolescent delinquency and adult criminality may be regarded as one symptom of a disorganized personality structure which is derived from the conflicts, insecurity, and maladjustments of childhood. The latter in turn stem, in great measure, from the various unfavorable psychological and situational determinants by which the child may be moulded, such as a disrupted home, a cruel, domineering or alcoholic father, an overprotective mother or unsuccessful competition with siblings or schoolmates, and these may be embellished by economic insecurity. It is possible that preponderant emphasis of one or another of these factors in early life may in general predetermine the type or direction of antisocial behavior exhibited in later years."—*M. Keller (Butler Hospital).*

1913. Teixeira Vieira, D. Normalidade e crime. (Normality and crime.) *Rev. Neurol. Psiquiat. S. Paulo*, 1940, 6, 187-190.—The author discusses the development of the idea of normality, the limitations of statistical normality, social normality, and the relation of crime to it. Crime is not necessarily antagonism between the individual's behavior and social interests, because some actions, in themselves not socially injurious, are considered crimes. Durkheim's definition of crime as any behavior which offends the social conscience is inadequate, since some antisocial acts are not considered crimes. The criminal is unresponsive to good psychosocial adjustment because of constitution, temperament, or instincts. Everyone is liable to return momentarily to the purely instinctive life, and a crime may result. What makes an act criminal is the balance between personal and environmental factors at the time.—*M. E. Morse (Baltimore, Md.).*

1914. Tucker, W. B. Is there evidence of a physical basis for criminal behavior? *J. crim. Law & Criminol.*, 1940, 31, 427-437.—The historical contributors to the question of a physical basis for criminal behavior are briefly reviewed. W. H. Sheldon, W. F. Peterson, W. P. Lucas, and others have indicated correlations between morphological and physiological variables. Certain physiological variables are in turn related to psychological vari-

ables, as shown by D. G. Paterson, E. Kretschmer, and others. Turning to direct attacks on the problem of physical basis of criminality the author finds that although much of E. A. Hooton's work is an attempted justification of biological determination, other parts indicate indisputable morphological differences between criminals and non-criminals. This latter conclusion is substantiated by R. J. A. Berry, L. W. G. Büchner, and others. A. Hrdlička acknowledges the existence of morphological differences between various classes of criminals, though these differences are not sufficient to permit prediction of criminal behavior. The article concludes: "There is at least some physical basis for criminal behavior, however small it may be."—*L. M. Hanks, Jr. (Illinois).*

1915. Yepsen, L. N. New Jersey's state institutional program. *Train. Sch. Bull.*, 1940, 37, 138-147.—All work of charitable and correctional institutions is brought under a single administrative unit. It is clear that it is neither sound economy nor sound welfare practice to permanently segregate the great proportion of those who are admitted to the prisons, reformatories, juvenile homes, and other institutions. Offenders have definite terms, and it is obligatory to release them unless mentally ill or mentally deficient to earn a living under supervision. The community has a real part in the program. No longer can it be assumed that the state will handle the problem and relieve the community entirely from responsibilities towards those who need specialized care.—*E. M. Achilles (New York City).*

[See also abstract 1901.]

## INDUSTRIAL AND PERSONNEL PROBLEMS

1916. [Anon.] Testing for talent. *Fortune*, 1941, 23, 68-71; 95-96.—The army has supplanted the Alpha and Beta tests by the General Classification Test, which is designed to test learning ability. It consists of a single section which includes 3 types of problems: simple arithmetic, vocabulary, and cube analysis (counting the blocks in a bi-dimensional representation of a tri-dimensional pile of blocks). In the actual classification of personnel, the army will supplement this score with numerous other items, including trade and vocational aptitude tests. It is shown to what extent aptitude testing is applicable to vocational guidance and vocational selection in general industry: "The more abstract the job characteristic the less likelihood there is of being able to isolate it and measure the corresponding aptitude." Illustrations are given of manufacturing concerns that have used with success the testing method for selecting employees.—*F. W. Finger (Brown).*

1917. [Anon.] A minimum psychiatric inspection of registrants. *Psychiatry*, 1940, 3, 625-627.—This is a bulletin by the William Alanson White Psychiatric Foundation in which the method of questioning of military registrants and the difficulties involved are briefly discussed. This questioning



is to be directed toward the detection of 5 general categories of defect: mental defect or deficiency, psychopathic personality, major abnormalities of mood, psychoneurotic disorders, and pre- and post-psychotic personalities.—*M. H. Erickson* (Eloise Hospital).

1918. Bigelow, B. Building an effective training program for field salesmen. *Personnel*, 1938, 14, 142-150.—In a discussion of methods and pitfalls in the development of a sales training program, the author advocates the group personal coaching method as being most effective.—*A. M. Kershner* (Maryland).

1919. Canty, A. The case study method of rehabilitating drivers. *J. soc. Psychol.*, 1940, 12, 271-278.—Among 500 drivers, charged with a variety of offences and referred to the Traffic Division of the Psychopathic Clinic of the Recorder's Court of Detroit, more defendants were in the twenties than in any other age grouping. The 180 between the ages of 20 and 29 were compared with all others. They showed higher intelligence (IQ range 43-122, median 83, against a range of 31 to 119, median 75, for the older group); better education; fewer marriages; less alcoholism; fewer physical handicaps; fewer cases of insanity; and more frequent common-law relations. It is concluded that these data fail to reveal why the 20-29 age group predominates.—*G. Brighthouse* (Occidental).

1920. Erdélyi, M. The relation between "radio plugs" and sheet sales of popular music. *J. appl. Psychol.*, 1940, 24, 696-702.—"It is probable that the effect which radio has upon popular consumption in terms of purchases of sheet music is a phenomenon of social pressure rather than a selective judgement by the radio audience."—*E. E. Ghiselli* (California).

1921. Ferree, C. E., & Rand, G. Pilot fitness, a safety factor in aviation. *Brit. J. Ophthal.*, 1940, 24, 581-597.—Tests of fitness and disturbances in fitness are proposed and an instrument for giving these tests is briefly described. This instrument is an electrical multiple-exposure tachistoscope, comprising a timing mechanism and 3 shutters electrically operated, so arranged as to expose in immediate succession a near test-object on the left, a far test-object in the median plane, and a near test-object on the right. The distance of the far test-object, the lateral separation of the 2 near test-objects, and the illumination of all 3 can be varied at will. The following practical uses of the instrument and test procedure are discussed: (1) a test of vocational fitness in all cases in which dynamic speed of vision is an important requirement; (2) a test of pilot fitness for aviation; (3) a specific performance test of fitness for night flying; (4) a test of disturbance in fitness due to altitude; (5) a limiting test for age as a factor in fitness; (6) a means of measuring ocular fatigue and recovery and testing individual susceptibility to fatigue and capacity to recover, and of detecting disturbances in fitness from other causes; and (7) a means of training eyes to greater oculo-

motor and accommodative facility.—*R. J. Beitel, Jr.* (American Optical Company).

1922. Fleiss, M. The panel as an aid in measuring effects of advertising. *J. appl. Psychol.*, 1940, 24, 685-695.—Repeated interviews were made with 33 housewives relative to the brands of certain common commodities they purchased. The extent of changes from one brand to another and the causes of these changes were studied. Some of the difficulties in the construction of questionnaires relative to the problem of detecting the influence of advertising are discussed.—*E. E. Ghiselli* (California).

1923. Franzen, R. An examination of the effect of number of advertisements in a magazine upon the "visibility" of these advertisements. *J. appl. Psychol.*, 1940, 24, 791-801.—The larger the number of advertisements presented in recognition tests of advertising effectiveness the greater will be the reduction in recognition value for the individual advertisements. This reduction is greater the smaller the advertisement and the less color it has.—*E. E. Ghiselli* (California).

1924. Garrett, A. T. Training through progression on the job. *Personnel*, 1938, 14, 133-141.—On the basis of experience in the Kearney plant of the Western Electric Company, the author discusses a progressive training program for the metal trades.—*A. M. Kershner* (Maryland).

1925. Hadley, R. V., & Proctor, A. Relationship between mental age and efficiency of ward attendants in a mental hospital. *Amer. J. ment. Def.*, 1940, 45, 243-264.—The outcome of a group of 143 ward attendants entering service during 1935 was studied. On employment all were given the Stanford-Binet examination. Later on their efficiency in work was graded by means of a series of tests concerned with ward duties and personal characteristics. At the end of 1938 a review showed that 26% had been discharged, 59% had resigned and 15% still were in service. More men remained in service than women. The highest MA group presented the longest average period in service. On the average men entered employment at about 27 years of age and women at 24 years. The men had an average MA of 14-6 years and the women of 14-0 years. Greater turnover occurred with those of younger ages. The efficiency of women exceeded that of the men. In women efficiency increased with brightness level, but in men high performance was shown by employees with MA's at the 14 year level.—*M. W. Kuensel* (Children's Home, Cincinnati, O.).

1926. Houser, J. D. Measurement of the vital products of business. *J. Marketing*, 1938, 2, 181-189.—Certain abuses of questionnaire and attitude measurement technique are discussed. The author recommends two-dimensional research for the determination of the relative significance of an attitude and gives examples.—*A. M. Kershner* (Maryland).

1927. Link, H. C., & Corby, P. G. Studies in radio effectiveness by the Psychological Corporation. *J. appl. Psychol.*, 1940, 24, 749-757.—The studies of the Psychological Corporation relative

to radio are summarized. They deal with the effectiveness versus the popularity of programs, the sales effectiveness of radio programs, the relative effectiveness of radio over other advertising media, panel studies of radio programs, the effectiveness of educational broadcasts, station popularity, and a comparison of methods for measuring the size of radio audiences.—*E. E. Ghiselli* (California).

1928. Lowry, S. M., Maynard, H. B., & Stegemen, G. J. **Time and motion study and formulas for wage incentives.** New York: McGraw-Hill, 1940. Pp. 432. \$5.00.—This book reflects the recent change of emphasis from time study to methods study. The authors give a résumé of desirable study methods in the work situation and show how to establish equitable production standards. The procedures described are in everyday use in industry. The levelling procedure, described in the first edition, is expanded. The book is a manual of directions and exercises for the methods engineer, or what is more commonly known, the time-study man. It includes the methods of making time studies, constructing and using process charts, making operation analyses and motion studies, analyzing films, determining standard times, constructing and revising formulas, classifying operations into constants and variables, and appraising the skill necessary for carrying out operations. Factors that are responsible for modifications of standards, and the methods of maintaining records are also presented. Many illustrations of job analyses, record forms, time study results, time study equipment, and the application of the laws of motion economy are included.—*H. Moore* (Chicago, Ill.).

1929. Lucas, D. B. **A rigid technique for measuring the impression values of specific magazine advertisements.** *J. appl. Psychol.*, 1940, 24, 778-790.—The errors which occur in the uncontrolled recognition (Gallup) method for measuring the effectiveness of magazine advertisements, and the ways in which the controlled recognition method overcomes these errors are discussed. The criticisms which have been directed against recognition methods in general are answered.—*E. E. Ghiselli* (California).

1930. MacLeod, R. B. **Spatial disorientation during landing from airplane.** *Science*, 1940, 92, 604.—It is pointed out that the perceptual phenomenon referred to by A. D. Moore (see XV: 1001) has received little attention by psychologists although it is not confined to such a specific instance as that which Moore notes but is a factor of general space perception. The author recommends that the problem be referred to the sub-committee on problems of perception of the National Defense Research Committee.—*F. A. Mote, Jr.* (Connecticut).

1931. Mullee, W. R. **Motion study training for cost reduction.** *Personnel*, 1938, 15, 75-80.—Instead of having time and motion experts make studies and suggest improved methods of work, greater gains can be effected by having these men teach the principles involved to foremen and other

members of an organization.—*A. M. Kershner* (Maryland).

1932. Porter, H. B. **The primary flight phase; a psychological consideration of early instruction in flying.** *J. Aviat. Med.*, 1940, 11, 112-120.—The author discusses the problem of selecting personnel for military flying. He presents a list of the desirable and undesirable personality attributes to be looked for in the potential aviation cadet.—*C. Pfaffmann* (Brown).

1933. Rimoldi, H. J. A. **Sobre algunas de las aplicaciones prácticas de la psicología en Inglaterra.** (Notes on the practical application of psychology in England.) *Día méd.*, B. Aires, 1940, 12, 1067.

1934. Russell, N., & Lange, E. **Achievement tests in volleyball for junior high school girls.** *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1940, 11, 33-41.—Items from volleyball tests of the high school and college levels were selected to meet the junior high school situation. The statistical treatment of the standardization is given.—*F. W. Finger* (Brown).

1935. Schultz, R. S. **Abilities and attitudes of older employees.** *Personnel*, 1938, 15, 42-43.—A report based on results obtained from interviewing a number of older employees in a manufacturing organization is given.—*A. M. Kershner* (Maryland).

1936. Schultz, R. S. **Psychological aspects of safety training.** *Personnel*, 1938, 15, 81-90.—The role of the supervisor in a safety program and the training of the supervisor for accident prevention is discussed in the light of conclusions reached from an attitude study among the workers of one organization. A supervisory reinforcement chart as an aid in developing individual responsibility and effectiveness on the job is included.—*A. M. Kershner* (Maryland).

1937. Smith, E., & Suchman, E. A. **Do people know why they buy?** *J. appl. Psychol.*, 1940, 24, 673-684.—The common procedure which is used to discover whether listening to the radio program of a product increases the sales of that product is to compare the purchases of listeners and non-listeners. However, observation of such a relationship does not indicate the causal relationship between listening and purchasing. A questionnaire method which is designed to reveal more accurately the effects of radio listening upon buying behavior is described, and illustrative data are presented.—*E. E. Ghiselli* (California).

1938. Stanton, F. **A two-way check on the sales influence of a specific radio program.** *J. appl. Psychol.*, 1940, 24, 665-672.—In 2 markets equated in all respects except that the radio program of a food manufacturer was not broadcast in one, over the counter sales of the brand in question were found to be 88% higher in the radio market than in the non-radio market. The results of pantry inventories indicated that the extent of purchase of the brand was highly related to radio listening habits.—*E. E. Ghiselli* (California).

1939. Tinker, M. A., & Paterson, D. G. Eye movements in reading a modern type face and Old English. *Amer. J. Psychol.*, 1941, 54, 113-114.—"Performance reading tests have uniformly shown that Old English is read about 12% more slowly than ordinary type face. Eye-movement photographs of a new group of 20 S's indicate that the reading of Old English tends to reduce the span of perception, to increase the number of fixations, total perception-time, and the number of regressive movements. There is a suggestion that pause duration is also slightly increased. It is suggested that the difficulty encountered in reading Old English type is due to the necessity for discriminating details in the perception of word and phrase units."—D. E. Johanssen (Skidmore).

1940. Walters, J. E., & Greenly, R. J. [Eds.] *The employee's viewpoint toward personnel industrial relations and training.* Engng. Bull. Purdue Univ. Ext. Ser., 1939, 23, No. 6. Pp. 109.—Besides a complete program and other information about the organization of the Indiana Personnel Association, this bulletin reports the proceedings of the Industrial Personnel Institute and contains 20 short papers or abstracts of papers read during the meetings held at Purdue University, June 21-24, 1939. The papers are for the most part expressions of what personnel officers believe the employee's viewpoint to be.—W. H. Wulfeck (Psychological Corporation).

1941. Webster, D. L. Perceptual disorientation during landing of airplane. *Science*, 1940, 92, 603-604.—The author corroborates the existence of the phenomenon noted by A. D. Moore (see XV: 1001) and adds to Moore's explanation by a consideration of some of the physical factors involved in perceptual orientation during airplane landing.—F. A. Mote, Jr. (Connecticut).

[See also abstracts 1572, 1578, 1584, 1594, 1805, 1806, 1820, 1959.]

## EDUCATIONAL PSYCHOLOGY

(incl. Vocational guidance)

1942. Alexander, N., & Woodruff, R. J. Determinants of college success. *J. higher Educ.*, 1940, 11, 479-485.—A faculty committee of the University of New Hampshire surveyed the recreational and social life of the entire student body (1400 men, 600 women) during 1937-1938 by means of an unsigned questionnaire (80% returned). The freshman class entering in 1938 was studied in greater detail on basis of materials secured from school records, first semester records, test scores, expectancy performance, ratings on social development, and questionnaires. Many specific factors of study time, employment, extra-curricular activities, social activity, vocational plans, etc., both in school record and college record, fail to show definite relationships with academic success. "Both studies indicate that a normal social life usually accompanies good scholastic accomplishment." The determina-

tion of policies or proposals relating to student participation in activities and to employment require the development of advisory work to a high degree of individualization to allow for the wide variations in individual development and adjustment.—R. A. Brotemarkle (Pennsylvania).

1943. Anderson, V. E. A community guidance conference on an area basis. *Sch. Rev.*, 1941, 49, 27-31.—The organization of a cooperative one-day guidance conference coordinating the facilities of the school and a number of community agencies, and embracing several small communities, is outlined as an experiment in making available to less populous centers expert guidance services.—R. C. Strassburger (St. Joseph's College for Women).

1944. [Anon.] Public school correlated attainment scales. Forms A, B, and C. (Rev. ed.) Bloomington, Ill.: Public School Publishing Co., 1939. \$5.00 per 100 copies; 6¢ per test.—This scale for use in grades V-VIII combines in a single test a measure of learning aptitude and subject attainment, both expressed in like units. Aptitude age is determined by a group of 3 tests, arithmetic problems, synonym-antonym, and arithmetical ingenuity, while attainment scale age incorporates performance in rate of reading, reading comprehension, vocabulary, spelling, addition, subtraction, multiplication, division, and arithmetic problems. Point scores on each test are converted into percent scores, which are transposable into comparable scale ages, thus expressing the attainment of a pupil in relation to his growing ability to learn. The total time required for administration of the entire test is about 2 hours.—R. C. Strassburger (St. Joseph's College for Women).

1945. [Anon.] Success and security. New York: Better Living Foundation, 1940. Pp. 70. \$1.50.—Although addressed to the hard of hearing, the first 7 chapters deal with general principles in choosing a field of work in harmony with one's ability and temperament, making contacts which lead to introductions, applying for a job, and making good on a job. The final chapters give suggestions as to the special considerations in choice of work and adjustment in the job which are advisable for those with impaired hearing.—M. Lee (Chicago, Ill.).

1946. Asher, E. J., & Gray, F. E. The relation of personal history data to college success. *J. educ. Psychol.*, 1940, 31, 517-526.—Combination of point-hour-ratio and survival was used as the criterion for validating the Kentucky Personal History Blank. 200 arts and sciences students were used as subjects. Item weights were obtained for 15 items. The personal history scores correlated .31 with point-hour-ratios and .40 with the combination criterion. Multiple correlations for personal history scores and intelligence scores with the two criteria were .52 and .59 respectively.—R. M. Bellows (Maryland).

1947. Blair, G. M. Remedial-reading programs in senior high schools. *Sch. Rev.*, 1941, 49, 32-41.—A nation-wide survey of procedures for dealing with reading disabilities employed in public high schools



incorporates the programs of 379 schools in cities of 20,000 population or more. The classification of the chief methods in use is reported under 7 headings, of which the organization of special sections of English where emphasis is placed upon remedial reading includes more than half of the total number of cases listed. In 75 of the schools nothing or very little is done for retarded readers. Recommendations for an ideal remedial program are offered.—*R. C. Strassburger* (St. Joseph's College for Women).

1948. **Bond, E. A.** *Tenth-grade abilities and achievements.* *Teach. Coll. Contr. Educ.*, 1940, No. 813. Pp. vi + 67.—200 students in the 10A group of a typical Midwestern city high school were given a battery of tests to measure abilities (intelligence, reading comprehension, reading speeds, study skills, and reading vocabulary) and achievements (English, history, geometry, and biology). Important factors in scholastic achievement were: knowledge of reading vocabulary, reading comprehension, reading speed, ability to locate information, and intelligence. There is a low relationship among the various Xth grade scholastic achievements, and the relative importance of the several factors varies from one field of achievement to another. Reading speed depends to a large extent upon content of material being read. A bibliography of 35 titles.—*L. Birdsall* (Coll. Ent. Exam. Bd, Princeton, N. J.).

1949. **Carmichael, L.** *Psychology, the individual, and education.* *Univ. Wash. Coll. Educ. Rec.*, 1941, 7, 33-41.—The educational institution must obtain as complete an understanding of the individual student as possible: the physical make-up, the comparative physiology, the physical anthropology, the psychometric patterning of capacities, the social background, and the personality. With this information integrated into a total picture of the individual (including comparisons with other normal individuals of the culture), "an effort should be made to understand and work out sympathetically with the individual himself a plan-of-life." When he has recognized his own peculiar life task, he can be educated "to undertake his own education," a process which should continue throughout life. This true socialization is necessary for the healthy survival of both individual and species.—*F. W. Finger* (Brown).

1950. **Carpenter, A.** *Tests of motor educability for the first three grades.* *Child Develpm.*, 1940, 11, 293-299.—A number of tests were studied for reliability and by factor analysis and the following selected as a battery for the measurement of motor educability of boys and girls: (1) single hop left; (2) diagonal hop; (3) backward hop right; (4) left sideward hop; and (5) right diagonal hop. Each test is described, and a diagram of the floor plan used for the tests is presented. Tentative age norms are given.—*C. N. Cofer* (George Washington).

1951. **Dunlap, J. W.** *Self-counseling for the college student.* *J. higher Educ.*, 1940, 11, 486-489.—The University of Rochester's counseling plan furnishes the individual student with objective data

upon which he may base his own decision. Counselors are available to explain the data, to suggest sources of information, and, when requested, to make positive suggestions. A battery of tests given during the first week of freshman year includes scholastic aptitude, reading comprehension, vocabulary, rate of reading, English fundamentals, and achievement in mathematics, chemistry, physics, French, and German. In addition, the Strong Vocational Interest Inventory, Bell Adjustment Inventory, and Wrenn Study Habits Schedule are administered. The results are made available to individual students, departments, deans, and class advisers within a week for individual, class, and curriculum planning. During the second semester of sophomore year a battery of achievement tests are given to aid in further course plans for major concentration and elective work. The last battery given at the beginning of the second term of senior year includes achievement tests and the repetition of the Strong Vocational Interest Inventory to aid in vocational choice and educational plans for graduate study. Success of the program is dependent upon the training of advisers or counselors, and the giving of sufficient time for individual analysis, discussion, and decision. The program has developed a keen interest on the part of members of the faculty in problems of testing and individual student guidance.—*R. A. Brotemarkle* (Pennsylvania).

1952. **Ellwood, R. S.** *An evaluation of the unit-directed study procedure.* *Ill. St. norm. Univ. Bull.*, 1939, 37, No. 157. Pp. 50.—It was the purpose of the study to "compare the relative effectiveness of attaining certain modern history objectives by the unit-directed study procedure with that attained through the use of the daily recitation method." One teacher in each of 8 schools taught both an experimental (unit-directed) and a control (recitation) class in modern history for 1 semester. "The total results for all students showed that the unit-directed study procedure brought better results in teaching understandings and abilities. In connection with developing interests, the results, though negligible, favored the recitation method. Attitudes were developed more effectively by the recitation." The opinions of both students and teachers seemed to favor the unit-directed procedure. Recommendations for future research are stated.—*F. W. Finger* (Brown).

1953. **Ericksen, S. C.** *An experimental study of individual differences in scholastic motives.* *J. educ. Psychol.*, 1940, 31, 507-516.—10 statements referring to "Why do you want to make good grades?" were evaluated by 585 college students. The paired comparison method was employed, and scale values were derived by the Thurstone method. The policy of recognizing individual differences in motivation such as were found in this study "should supplement the present emphasis on individualization with respect to abilities and aptitudes."—*R. M. Bellows* (Maryland).

1954. **Faulkner, R.** *Evaluation in a general art course.* *J. educ. Psychology*, 1940, 31, 481-506.—

Questions of measurement of student progress in various kinds of art courses, value of lectures and laboratory methods of teaching art, and related problems were approached by analysis of many kinds of testing devices (including conventional objective, order of merit, congruity, house design, house furnishing and work tests, art rating scales, essay and attitude tests, and observational techniques). "The varied outcomes of a general art course can only be measured adequately by many evaluation techniques, each one suited to its particular purpose."—*R. M. Bellows* (Maryland).

1955. **Gillingham, A., & Stillman, B. W. Remedial training for children with specific disability in reading, spelling and penmanship.** (Rev. ed.) New York: Sackett & Wilhelms, 1940. Pp. iv + 268. \$2.90; drill cards, \$1.15 per pack.—This book is a manual for remedial teachers of pupils with specific disability in reading, spelling, and penmanship. Specific disability is described as intrinsic to the skill and not as the result of external factors, such as emotional disturbance, low intelligence, ocular defect, or faulty early teaching. Qualities which characterize specific disability include reversal of symbols; poor spelling; auditory confusion; writing disability; hereditary family pattern associated with left-handedness; reading, writing, spelling, or speech difficulties; and sex difference. The authors find evidence to support Orton's neurological hypothesis. Chapter 1 contains a discussion of the scope of the book and explanations of specific language disability. Chapter 2 defines remedial training, its aim and scope. The following 3 chapters present original methods, materials, and techniques for remedial procedure by phonetic spelling, non-phonetic spelling, and dictionary technique. Chapter 6 covers penmanship. Chapter 7 discusses group adaptation of the procedures. 6 appendices present case studies, drill exercises, references, and tests.—*S. B. Sells* (Brooklyn).

1956. **Glick, H. N. Measuring scholastic aptitude.** *Sch. Exec.*, 1941, 60, 14-15.—In an effort to devise a measure of scholastic aptitude which is independent of previous experience, the author has constructed tests containing material unfamiliar to all subjects. The subjects study the material for a short time and after a brief period of intervening activity are tested for mastery of the facts. For 499 junior high school students the author reports average correlations with school grades of .79 for the Glick-Germany test, .57 for the Terman Mental Ability Test, and .56 for the Otis Group Intelligence Scale. He reports a correlation of .85 between the Glick-Germany test and the school marks of 1239 children in grades IV-VI.—*G. S. Speer* (Central YMCA College).

1957. **Goldstein, H. Reading and listening comprehension at various rates.** *Teach. Coll. Contr. Educ.*, 1940, No. 821. Pp. v + 69.—Reading and listening comprehension were compared at each of 7 rates of presentation for a group of 280 subjects. Special filming and recording techniques were devised for controlling speed and quality of presenta-

tion. The superiority of listening comprehension over reading comprehension was found to vary with difficulty of material, intelligence of subjects, individual differences and idiosyncrasies, and rate of presentation. Other conclusions relate to speed of reading and listening comprehension and to apparatus and material used. "Conclusions are of interest to research workers in various fields, including reading, radio, speech, and audio-visual aids." Bibliography of 52 titles.—*L. Birdsall* (Coll. Entr. Exam. Bd, Princeton, N. J.).

1958. **Hildreth, G. Bilateral manual performance, eye-dominance, and reading achievement.** *Child Develpm.*, 1940, 11, 311-317.—In an individual test, 15 figures were shown to 103 children, aged 4-9½ years, and copied with both hands simultaneously. Eyedness was tested with the Parsons Manoptscope and the peephole method, and handedness was determined from teachers' ratings and performances on the bimanual copying test (described above). Mirroring on the bimanual test was universal at 5 and declined as age increased. Sex differences were negligible. Familiar and simple figures showed less mirroring than others. Children with IQ's above 125 performed somewhat better on the bimanual test than those with IQ's below 112. There was a gain in both reading achievement and drawing test scores up to the IVth grade level. More items were mirrored by left-handed subjects than by matched right-handed subjects. No association between eyedness and drawing test scores was found.—*C. N. Cofer* (George Washington).

1959. **Jackman, J. R. Pre-vocational training vs. initial employment requirements.** *Personnel*, 1938, 15, 66-74.—The development of a program under the sponsorship of the National Office Management Association and the National Council of Business Education for the establishing of standards of occupational training based upon employer requirements is described. Tests have been developed for stenographer, typist, bookkeeper, calculating machine operator, file clerk, and dictating machine transcriber.—*A. M. Kershner* (Maryland).

1960. **Kandel, I. L. Professional aptitude tests in medicine, law, and engineering.** New York: Bureau of Publications, Teachers College, Columbia University, 1940. Pp. x + 78. \$1.60.—The author surveys the various efforts that have been made to set up selective standards of admission to the preparatory stages of professional training in medicine, law, and engineering. These attempts have been motivated by the desire (1) to maintain professional standards of training and eligibility, (2) to eliminate the large number of failures in the early stages of training, and (3) to prevent overcrowding in the professional fields. Medical aptitude tests have been rather universally adopted and are the only ones which have achieved any degree of satisfactory standardization. This situation is not due, however, to an inherent difficulty in setting up predictive instruments in law and engineering but rather to the fact that the studies in these two fields have been sporadic and uncoordinated and have not

received the enthusiastic support of their respective professional societies.—*A. Chapanis* (Yale).

1961. **Kirk, S. A.** *Psychological service in Wisconsin schools.* *Wis. J. Educ.*, 1940, 73, 41-42.—A survey conducted by the Wisconsin Association for Applied Psychology showed that there are 7 full-time and 3 part-time school psychologists employed in Wisconsin public schools. How these psychologists spend their time is indicated, and it is recommended that the state subsidize psychological service as it does service for handicapped children.—*W. L. Wilkins* (Milwaukee, Wis.).

1962. **Landy, E.** [Dir.] *The occupational follow-up and adjustment service plan.* New York: National Association of Secondary-School Principals, 1940. Pp. 96. \$0.85.—It is assumed that if the schools are to adopt a program to best fit their graduates for life, it is necessary first to ascertain what situations will have to be faced. This can logically be done by investigating the present status of those who have already left school. This manual outlines "a follow-up procedure for getting at one phase of this study of former students, namely, their post-school occupational training and experiences."—*F. W. Finger* (Brown).

1963. **Leggitt, D.** *A comparison of abilities in cursive and manuscript writing and in creative art.* *Sch. Rev.*, 1941, 49, 48-56.—4 small groups of VIIIth and IXth-grade pupils comprising (1) those who elect art and who are required to take remedial penmanship; (2) pupils who are required to study art but do not practise penmanship; (3) pupils who do not study art but do practise penmanship; and (4) the control group of pupils who neither study art nor practise penmanship, were given pretests of cursive and manuscript writing, and of art ability, with final tests after an interval of 12 weeks. Among the conclusions it appears that pupils, regardless of interest in art, rank about equally in writing ability; that pupils who elect art improve more in cursive writing ability than do those not interested in art; and that some manuscript writing is learned in a required study of art, but more is learned as a result of penmanship study.—*R. C. Strassburger* (St. Joseph's College for Women).

1964. **Love, L. L., & McCabe, J. E.** *Evaluation of a faculty advisory program for freshmen.* *Educ. Res. Bull., Ohio St. Univ.*, 1940, 19, 483-488.—The authors present the results of a questionnaire study of the reaction of students to the Ohio State University faculty advisory program for freshmen.—(Courtesy *J. educ. Res.*).

1965. **Melcher, R. T.** *Developmental progress in young mentally handicapped children who received prolonged pre-academic training.* *Amer. J. ment. Def.*, 1940, 45, 265-273.—In mental defectives academic readiness differs from the MA concept of 6 years. It assumes more than the power to master the simple mechanics of academic work. It is defined as the "time at which the mentally handicapped child is equipped to advance at a speed satisfying to him and sufficient to bring him to the

limit of his achievement at sixteen years of age without periods of cessation of progress." Handicapped children who had prolonged pre-academic training and who were introduced to academic work at the mental age of approximately 8 years showed gains in IQ's instead of losses like the control cases. They showed improvement in their background of environmental information and in academic achievement. Apparently they made better progress during their first year of schooling than those without the prolonged pre-academic training.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

1966. **Merriman, C.** *The state cooperative testing program.* *Wis. J. Educ.*, 1940, 73, 242-245.—A report of some of the results of Wisconsin's statewide administration of a group intelligence test to all XIIth and Xth grade pupils is given. Since 1929, 308,409 XIIth graders and 276,200 Xth graders have been tested. Percentages of upper and lower quartile pupils who succeeded in various aspects of college work are indicated.—*W. L. Wilkins* (Milwaukee, Wis.).

1967. **Miles, J. R.** *Radio and elementary science teaching.* *J. appl. Psychol.*, 1940, 24, 714-720.—The classroom use of a radio program dealing with science material was found to produce a significant increase in information and shift in attitudes toward conservation of wildlife and natural resources.—*E. E. Ghiselli* (California).

1968. **Munroe, R.** *The use of the Rorschach in college guidance.* *Rorschach Res. Exch.*, 1940, 4, 107-130.—This paper is a discussion of the way in which the Rorschach test lends itself to use as a guidance instrument at Sarah Lawrence College. To determine the validity of the test 14 protocols were analyzed blind. 6 analyses were identified correctly by a teacher when presented to her without the names of the subjects. Close correspondence has been found between teacher opinion and Rorschach analysis. Rorschach tests given to one experimental group, subjects not considered problems, indicated 3 individuals who needed help. Interest in the Rorschach has been "in its usefulness in determining whether further work with a borderline student is likely to be rewarding and in more intelligent planning for the girl for whom there is no question of outright failure." 4 cases in which the test proved helpful in this fashion are described. It has also proved helpful in predicting academic failure. The author describes a plan to obtain protocols of the entire freshman class, "to serve as a permanent reservoir of research material." 2 protocols and differential interpretations are presented in detail.—*R. Horowitz* (New York City).

1969. **Newman, S. C., & Mooney, R. L.** *Effects of student self-help.* *J. higher Educ.*, 1940, 11, 435-441.—A summary of the studies of the effects of self-help employment upon college students does not support either of the traditionally contrasted views of the sentimentalists or alarmists. Non-scholastic benefits in the areas of health, social development, and vocational experience are dependent upon the



specific types of employment, individual aptitudes and attitudes, and institutional patterns. Academic or scholastic benefits are likewise based on individual differences among the students and institutions. The more reliable studies indicate slight differences in favor of the employed or unemployed. It would be more accurate to conclude that employment is but one of the many factors which influence the student's life. It must be studied in relation to the constellation of factors which contribute to the development of student success. Future studies should explore ways by which the integration of work and education can be effected.—*R. A. Brotemarkle* (Pennsylvania).

1970. Olson, W. C., & Davis, S. I. *The adaptation of instruction in reading to the growth of children.* *Educ. Meth.*, 1940, 20, 71-79.—"The account illustrates a method by which the teacher allows the child to participate in the determination of his curriculum experience in order to foster his optimum growth with the least amount of frustration." A group of children were allowed wide scope in their choice of type and number of books read. The number of books read and the reading gain were considered in relation to growth curves of physical and mental development. It would seem that "when an environment is supplied which is stimulating, the child reacts to it in terms of his total potentialities for growth."—*F. W. Finger* (Brown).

1971. Potthoff, E. F., & Corey, S. M. *A standardized test in educational psychology: forms A and B.* Bloomington, Ill.: Public School Publishing Co., 1940. Pp. 4 in each part in each form. 50¢ for 25 copies of any one part or form; sample set (one form) 15¢.—This test is intended for use in elementary courses in educational psychology and is published in 3 separate parts. "Part I deals with the nature and value of educational psychology, the nervous system, sensory defects, original nature, simple elements of statistics and measurement, individual differences, the problem of nature versus nurture, and the measurement of intelligence. Part II is concerned with the meaning of learning, the modification of instincts or innate tendencies, perceptual or observational learning, ideational learning and language, learning of the reflective thought type, factors affecting learning, and transfer of training. Part III deals with both elementary and secondary school subjects, including reading, spelling, writing, arithmetic, English, foreign language, history, science, and mathematics." The reliability coefficient, obtained by correlating students' scores on the two forms of the test, is .908  $\pm$  .006.—*L. M. McCabe* (Cambridge, Mass.).

1972. Reid, S. *Reading, writing, and radio: a study of five school broadcasts in literature.* *J. appl. Psychol.*, 1940, 24, 703-713.—Nine 15 minute educational broadcast dramatizations of books, when utilized by elementary school teachers in the classrooms, were found to stimulate the children to read more books, although their breadth of literary interests was not increased. In addition, the radio

programs stimulated the children to write more effective English.—*E. E. Ghiselli* (California).

1973. Rinsland, H. D., & Beck, R. L. *Rinsland-Beck natural tests of English usage. Forms A and B.* Bloomington, Ill.: Public School Publishing Co., 1939. \$1.50 per 25 copies; 7¢ per test.—This series of tests, representing all of the important aspects of English usage, is designed for grades IX-XII and college. Each form comprises 3 separate tests of ability in the mechanics, grammar, and rhetoric of English composition, consisting of sentence completion exercises devised to elicit the subject's natural or habitual language reactions under controlled conditions. The items included in the 11 divisions of the test were selected on the basis of frequency of errors in composition and the frequency of use. Reliability for the combined test is reported as .935 for 99 college students. Validity is demonstrated by correlating test scores with weighted errors per 100 running words of students' compositions and with first semester college grades in English. Percentile norms for high school seniors and for college freshmen are available. The total time for all 3 tests is 120 minutes; scoring is partially subjective.—*R. C. Strassburger* (St. Joseph's College for Women).

1974. Robinson, F. P. "Speed versus comprehension in reading"; a discussion. *J. educ. Psychol.*, 1940, 31, 554-558.—Evidence from several studies suggests that rate of reading (in terms of number of words attempted) is intimately affected by speed of comprehension at the more difficult end of the scale.—*R. M. Bellows* (Maryland).

1975. Shreve, F. *Psychology of the teaching of English.* Boston: Christopher Publishing Co., 1941. Pp. 280. \$2.50.—This volume integrates the results of numerous psychological investigations relating to: the aims and objectives of teaching English, the elimination of errors, composition, grammar, reading, literature, and English and mental hygiene. The author's viewpoint throughout is that the teaching of English should make an important contribution to the development of a wholesome personality.—*G. S. Speer* (Central YMCA College).

1976. Smith, C. M., & Roos, M. M. *A guide to guidance.* New York: Prentice-Hall, 1941. Pp. xvi + 440. \$3.00.—This book presents practical and theoretical data for the guidance counselor, and serves as a textbook as well as an immediate guide for such workers. It gives principles of guidance and includes the steps toward establishing a guidance service. Beginning chapters introduce the problem of guidance, discuss men at work, and the relationship of intellectual level to occupational effectiveness. Later chapters emphasize guidance in the schools, the preparation for occupational choice, and the supervised job search. A discussion of the counselor's own qualifications is included. Appendices give the results of an analytical research on success in jobs for routine office workers; a bibliography on guidance; case histories; a sample

letter welcoming students to high school; and a report on the O'Rourke work sample projects.—*N. L. Farberow* (Pittsburgh).

1977. **Spencer, L. J., & Nemzek, C. L.** A comparative study of the scholastic achievement of disciplinary and non-disciplinary pupils. *J. soc. Psychol.*, 1940, 12, 245-253.—200 disciplinary pupils were matched for sex, grade, CA, intelligence rating, and language spoken in the home, with 200 non-disciplinary pupils. Non-disciplinary pupils were found to be superior in academic achievement and citizenship ratings. The occupational status of the fathers of the 2 groups did not differ significantly.—*G. Brighouse* (Occidental).

1978. **Spitzer, H. F., Horn, E., McBroom, M., Greene, H. A., & Lindquist, E. F.** Iowa every-pupil tests of basic skills; elementary battery; Grades 3, 4, and 5. **Form L.** Boston: Houghton Mifflin, 1940. Pp. 8 (each test). \$3.75 per battery of 25 of each of 4 tests; \$1.15 for 25 of any one test.—This battery consists of 4 tests: test A, silent reading comprehension; test B, work study skills (map reading, use of references, use of index, use of dictionary, alphabetization); test C, basic language skills; test D, basic arithmetic skills. These tests "emphasize not immediate subject-matter content, but those actual skills which are essential to success in all subjects." 4 types of norms are available: grade, age-at-grade, grade percentile, and norms of school achievement of the grade percentile type. Comparable forms appear from year to year and an individual cumulative record (with mask for plotting scores) is provided to facilitate keeping and comparing the individual records. A summary report blank for the group is also included.—*L. M. McCabe* (Cambridge, Mass.).

1979. **Spitzer, H. F., Horn, E., McBroom, M., Greene, H. A., & Lindquist, E. F.** Iowa every-pupil tests of basic skills; advanced battery; Grades 6, 7, and 8. **Form L.** Boston: Houghton Mifflin, 1940. Pp. 6-10 for each test. \$4.00 per battery of 25 of each of 4 tests; \$1.25 for 25 of any one test.—Description of the elementary battery (see XV: 1978) covers the present battery with the exception that in test B alphabetization is replaced by reading of graphs, charts, and tables.—*L. M. McCabe* (Cambridge, Mass.).

1980. **Sullivan, J. C.** A study of the social attitudes and information on public problems of women teachers in secondary schools. *Teach. Coll. Contr. Educ.*, 1940, No. 791. Pp. vi + 140.—An attitude inventory containing 106 items concerning controversial issues was filled out by 1723 women teachers, including 244 catholic sisters. Factors which were found to influence the development of social attitudes included religious preference, geographical location, size of community, age, and self-rating on a liberal-progressive scale. Factors of importance in the development of information on public problems included religious preference, geographical location, size of community, salary, age, amount of education, teaching experience, subject taught, and self-rating

on the liberal-progressive scale. Father's occupation was found to influence neither social attitudes nor knowledge of public affairs. Appendices contain various analyses of data. Bibliography of 17 titles.—*L. Birdsall* (Coll. Entr. Exam. Bd, Princeton, N. J.).

1981. **Super, D. E., & Brophy, D. A.** The rôle of the interview in vocational diagnosis. *Occupations*, 1941, 19, 323-327.—After administering a battery of 16 tests and questionnaires to 40 high school students who were recommended for study, a tentative vocational diagnosis was prepared. This diagnosis was discussed with the student in a completely recorded interview. The interview protocols were later studied to determine the value of the interview. It is concluded that the contribution of the interview to vocational diagnosis is largely in the field of personality and the occasional discovery of additional facts, but that these contributions are made in relatively few cases. The authors feel that, when trained counselors make careful vocational and educational diagnoses based on tests and questionnaires, the interview adds little to the average case.—*G. S. Speer* (Central YMCA College).

1982. **Super, D. E., & Wright, R. D.** From school to work in the depression years. **Part I.** *Sch. Rev.*, 1941, 49, 17-26.—This follow-up study of the occupational adjustments of 3 groups of graduates of a suburban New York high school comprises a comparative inquiry into the problems of transition experienced before the depression, at its depth, and after some improvement in economic conditions was manifest. An analysis of 85 replies, representing 48% of the total group to whom the questionnaire was submitted and considered as typical of the classes as a whole, expresses differences in the employment status of the 3 groups as of April, 1939. Inquiry into background influences reveals intelligence, high school course, and socio-economic status as factors in determining the issue between continuous employment and frequent unemployment. Changes in occupational level between the first post-school employment and that at the time of the study occur least frequently among the pre-depression group, while the greatest incidence of mobility appears among the depression graduates, who also show the largest average gain in steps of occupational classification.—*R. C. Strassburger* (St. Joseph's College for Women).

1983. **Tallman, F. F.** The school adjustment of the mentally retarded. *Amer. J. ment. Def.*, 1940, 45, 238-242.—School maladjustments can only be successfully dealt with in a child-centered school. The conference method of treating behavior problems is outlined.—*M. W. Kuensel* (Children's Home, Cincinnati, O.).

1984. **Taylor, C. W.** Influences of newspaper routes. *Sch. Rev.*, 1941, 49, 57-59.—In a group of 187 high school boys of average mentality engaged in the twice-daily delivery of newspapers occupying a period of about 4½ hours each day, the average scholastic records were better before and after such employment than during it, although in a few cases

improved scholastic progress was evident in conjunction with this work. Citizenship ratings also appeared to be lowered through such outside activity, and the pupils reported many harmful personal outcomes along with some of a worth-while character.—*R. C. Strassburger* (St. Joseph's College for Women).

1985. **Tinker, M. A.** Dr. Robinson on speed versus comprehension in reading; a discussion. *J. educ. Psychol.*, 1940, 31, 559-560.—Any score pertaining to rate defined as number of words recognized (in terms of number of words attempted) has no significance for a reading situation. Speed of reading is in reality rate of comprehension. (See XV: 1974.)—*R. M. Bellows* (Maryland).

1986. **Traxler, A. E.** Traxler high school reading test. Bloomington, Ill.: Public School Publishing Co., 1940. \$1.50 per 25 tests; 7¢ per test.—This new 1940 printing is for use in grades X, XI, and XII and available in Forms A and B. Arranged in 2 parts, the test measures (1) rate of continuous reading and comprehension of the same material as determined by 20 multiple-choice questions and (2) ability to find the main ideas contained in 30 paragraphs. In addition to reading rate a total comprehension score is available. Item validity for the comprehension questions has been established by the method of contrasting groups. Reliability of the rate test, based on limited data, is expressed by a correlation of about .90 for the amounts read during the first and second 150 seconds of reading time. For story comprehension  $r$  equals .72 in a group of 200 Xth grade pupils, while a correlation of .80 is reported for the test of finding the main ideas in paragraphs. Total score reliability, indicated by the correlation between Forms A and B, is .91 for 74 cases. Tentative percentile norms derived from almost 4000 pupils are given for the different parts of the test and for the total comprehension score. The test is adapted to machine scoring.—*R. C. Strassburger* (St. Joseph's College for Women).

1987. **Tuazon, R. C.** A case study of retarded pupils. *Primary Educator*, 1940, 5, 330-336; 342.—(*Educ. Abstr.* V: 1367).

1988. **Turney, A. H., & Collins, F. I.** An experiment in improving the personality of high-school seniors. *J. educ. Psychol.*, 1940, 31, 550-553.—A high school course primarily devoted to the psychology of personality improvement was given to experimental and control groups of 21 subjects each. 3 personality tests and the Otis S. A. Test of Mental Ability were used as beginning and end tests. Significant differences in favor of the experimental group on nearly all of the personality subtests were found. Case study data appeared to substantiate the test results.—*R. M. Bellows* (Maryland).

1989. [Various.] Personnel work in California public junior colleges—a symposium. *Calif. J. second. Educ.*, 1940, 15, 331-351.—(*Educ. Abstr.* V: 1387).

1990. **Weidemann, C. C.** Scoring the essay test. *J. higher Educ.*, 1940, 11, 490-491.—12 articles

are reviewed which show a steady improvement in consistency of scoring the essay examination, if defined essay types and scoring procedures are used. Rating devices, scoring for necessary points, other items stated correctly, organization, and restricted forms of answer are among the devices reported as bringing about improvement in scoring.—*R. A. Brotemarkle* (Pennsylvania).

[See also abstracts 1630, 1768, 1787, 1815, 1835, 1868, 1907, 1916, 2021, 2023.]

## MENTAL TESTS

1991. **Benton, A. L.** Application of Hutt's revised scoring of the Kohs Block Designs Test to the performances of adult subjects. *Amer. J. Psychol.*, 1941, 54, 131-132.—35 adults were given the Kohs Block Test which was scored according to the original method and according to Hutt's revised method. The correlation between the raw scores derived from the 2 methods was  $+ .996 \pm .001$ . Contrary to Hutt's results with children the revised method tends to lower adults' scores.—*D. E. Johannsen* (Skidmore).

1992. **Buros, O. K.** [Ed.] The 1940 mental measurements yearbook. Highland Park, N. J.: Mental Measurements Yearbook, 32 Lincoln Avenue, 1941. Pp. xxiii + 674. \$6.00.—This book is a compendium of critical evaluations of both old and new standardized tests and books in the field of mental measurement. Qualified reviewers from the fields of psychology, education, and test construction were selected to contribute special reviews of tests; other critical reviews from journals are included also. 448 pages are devoted to descriptions, references, and critical reviews of tests in the areas of achievement, character and personality, English, fine arts, languages, intelligence, mathematics, reading, science, social studies, vocations, and miscellaneous fields, a total of 502 tests. 170 pages contain reviews taken from various journals of 323 books or monographs in the same fields. In addition the book includes an extensive periodical index, publisher's directory and index, an index of titles, and an index of names. The aim of the book is to provide comprehensive and up-to-date bibliographies of all recent tests and books in the field of mental measurement; to provide test users with important information concerning the construction, validation, use, and limitations of specific tests; and eventually, by virtue of a critical appraisal by competent reviewers, to improve the quality of published tests and books in the field.—*D. B. Lindsley* (Brown).

1993. **Jenkins, R. L.** Considerations relative to the selection of an index of intelligence. *J. educ. Psychol.*, 1940, 31, 527-540.—Records of 15,000 retest cases were analyzed to determine relative values of IQ and PC (Heinis Personality Constant, *J. educ. Psychol.*, 1924, 17, 97). IQ was slightly superior for predicting mental growth of young children but inferior for the adolescent group. PC has no advantage for the 9-13 year range. "Scientific



cally little would be lost and many difficulties would be avoided by the substitution for the IQ of the sigma value of the test score for the subject's age group."—R. M. Bellows (Maryland).

[See also abstract 1916.]

## CHILDHOOD AND ADOLESCENCE

1994. Abt, L. E., Mendenhall, P., & Partridge, E. D. The interests of scouts and non-scouts. *J. educ. Sociol.*, 1940, 14, 178-182.—An inventory of 122 items was developed for the study of the interests of urban boys. It was administered to 885 non-scouts in 3 Manhattan grammar schools and to 843 scouts living in the same neighborhood as the non-scouts. In all, 49 items seemed to be statistically significant in differentiating between scouts and non-scouts, 24 of these relating to activities emphasized in the scouting program. Differentiating items appear to function similarly at each of the ages studied, although many items showed a "special and unpredictable shift" at the age of 15, "tending to indicate that at this age there is a marked decrease in interests measured by the inventory." Items typical of those marked "like" and "dislike" by scouts and non-scouts are given.—D. G. Ryans (Cooperative Test Service).

1995. Blatz, W. E. What is an exceptional child? *Proc. 6th Inst. except. Child, Child Res. Clin.*, 1939, 35-41.—The writer criticizes some of the concepts of intelligence and intelligence testing, and particularly the use of certain terms borrowed from the physical sciences. It is postulated that "there is no fundamental qualitative difference between any act or 2 acts that an individual performs."—F. W. Finger (Brown).

1996. Bloss, P. The adolescent personality. New York: Appleton-Century, 1941. Pp. xiii + 517. \$3.00.—In this book a scientific case history approach is used in the study of adolescent boys and girls who participated in the program of the Study of Adolescents conducted by the Commission on Secondary School Curriculum under the aegis of the Progressive Education Association. From more than 600 case histories, those of 4 normal adolescents differing in social, economic, and educational status are presented in detail. The documentary sources for study are chiefly composed of observational data and self-expressive material. A section of the book is concerned with a theory of adolescent development based on the inductive method together with suggestions for an evaluation of personality changes and needs at this stage of life. In another section the author considers the obligations of the schools in planning and executing an educational program to meet the needs of the adolescent.—P. S. de Q. Cabot (Simmons).

1997. Bradley, C., & Green, E. Psychometric performance of children receiving amphetamine (benzedrine) sulfate. *Amer. J. Psychiat.*, 1940, 97, 388-394.—21 children were given the 2 forms of the revised Standford-Binet scale, one after the

drug was administered and the second with no preceding dose of benzedrine. A battery of psychomotor tests was also used. Test results were not significantly affected. "It is suggested that amphetamine sulfate may result in an apparent intellectual improvement in certain situations by its effect on the emotional attitude of the individual toward his task."—R. Goldman (Boston Psychopathic Hospital).

1998. Brandberg, O. Studien über die Prognose der Kaiserschnitt-Kinder. (Prognostic studies of children delivered by Caesarean section.) *Acta paediat., Stockh.*, 1940, 4.—[Abstracted review; original not seen.] 367 children of unspecified age, all of whom had been delivered by Caesarean section, were studied. Regarding their mental and neurological characteristics it is stated that among the 292 cases who had been delivered by the usual (abdominal) section only 1.76% showed any adverse mental symptoms, which is not greater than is likely to be found in an unselected population of children normally delivered. Of the 75 delivered by vaginal section, 12.5% showed some type of abnormal mental condition, but this figure is not regarded as reliable because of the relatively small number of cases.—F. L. Goodenough (Minnesota).

1999. Cameron, W. M. The treatment of children in psychiatric clinics with particular reference to the use of play techniques. *Bull. Menninger Clin.*, 1940, 4, 172-180.—Indirect therapy often accomplishes much, but some neurotic children may be unable to change their behavior even though environmental pressure be relieved. Direct therapy approaches the child himself and aids to modify morbid elements of his personality. The play technique is a form of such direct therapy. It is superior to the methods of verbal interrogation in approaching the child and establishing a relationship of therapeutic value, but it demands a deeper understanding of behavior. In certain cases, especially where the therapist has no analytical training, controlled play techniques should be substituted for free play. The cathartic value of play therapy in re-enacting traumatic situations has been over-emphasized in the case of definitely neurotic children.—W. A. Varvel (Chicago).

2000. Carroll, H. A. Intellectually gifted children, their characteristics and problems. *Teach. Coll. Rec.*, 1940, 42, 212-227.—The more important studies of genius made in the past are summarized with emphasis on the views of Leta S. Hollingworth regarding gifted children, the findings of studies conducted by her, and a list of her specific recommendations for their education and social adjustment.—L. Birdsall (Coll. Ent. Exam. Bd, Princeton, N. J.).

2001. Davis, K. The child and the social structure. *J. educ. Sociol.*, 1940, 14, 217-229.—Ascription of status, based upon such factors as the child's sex, age, age relations, class, religion, region, community, and nationality of parents, is universally characteristic of society and significantly influences

"the process of socialization and the maintenance of solidarity." Attention is called to the fact that such considerations are often neglected and that educational philosophies frequently concentrate too narrowly on the needs of the child and not sufficiently on the equally real needs of the society.—*D. G. Ryans* (Cooperative Test Service).

2002. **Dayton, N. A., & Truden, B.** Age of mother at birth of child and incidence of mental retardation in the children: study of 23,422 families of public school children examined by fifteen Massachusetts traveling psychiatric school clinics, 1921-1935. *Amer. J. ment. Def.*, 1940, 45, 190-200.—Analysis revealed that 33% of mothers at birth of child showing behavior problems, retardation, or mental deficiency were 15-24 years of age; 47% were 25-34 years old; and 19% were aged 35-49 years. Comparison with the ages at which children are born to mothers in the general population was made. Incidence rates were determined in mental status groups in the age-of-mother groups. In the normal group (chiefly behavior problems) no relationship between age of mother and the incidence of the condition was observed. Advanced age of the mother is an etiologic factor in a certain portion of children of dull normal, borderline, moron, and imbecile groups. In all classifications, the high rates for incidence of the condition are observed in children of mothers aged 35-49 years. Outstanding differences in the imbecile group suggest an exhaustion process in the mother as the basic causative factor. The older age of the mother at birth of the child appears to be of greater significance etiologically in the case of children of normal parents than in the children of mentally defective parents. Findings point to the desirability of completing child bearing before 35 years of age.—*M. W. Kuenzel* (Children's Home, Cincinnati, O.).

2003. **Denes, M.** L'Évolution du choix chez des enfants normaux de 3 à 7 ans. (The evolution of choice in normal children between the ages of 3 and 7.) *Arch. Psychol., Genève*, 1940, 28, 52-58.—140 subjects between the ages of 3 and 7 were asked to select the prettiest and ugliest faces from a collection of photographs. 3 stages of responses were distinguished: (1) extraneous factors determine the choice, such as the place of the picture in the series; (2) each picture is judged on its own merits rather than in relation to the entire series; (3) each picture is compared with all others to obtain a graded order of pulchritude. These 3 stages were respectively distributed over the age groups as follows: from 3 to 3½ years of age, 76%, 20%, and 3%; from 4 to 5 years, 22%, 51%, and 26%; from 6 to 7 years, 1.5%, 26%, and 72%.—*H. Beaumont* (Kentucky).

2004. **Dennis, W.** Does culture appreciably affect patterns of infant behavior? *J. soc. Psychol.*, 1940, 12, 305-317.—Infant care among the Hopi and Navajo differs considerably from that of the whites. At birth, Indian infants are bound and cradled, which prevents bringing the hands to the mouth, watching the hands, or putting the feet in

the air. Indian infants are breast-fed until at least one year of age, and the breast is used as a pacifier for hunger, pain, and fright. There are few prohibitions and no attempts at habit training or time scheduling previous to one year of age. In spite of these differences in training, the behavior patterns of the Indian infant do not differ from those of the white child prior to one year of age. "This corroborates the view that the characteristics of infancy are universal and that culture overlays or modifies a more basic substratum of behavior."—*G. Brighouse* (Occidental).

2005. **Despert, J. L.** A comparative study of thinking in schizophrenic children and in children of preschool age. *Amer. J. Psychiat.*, 1940, 97, 189-213.—To check the frequently drawn analogy between schizophrenic and child thinking, 15 normal children (ages 2-5) were compared with 3 schizophrenic children (ages 7-14). The verbal productions were obtained under very similar conditions which favored the spontaneous expression of fantasy. The normal children's answers to questions regarding the reality of their fantasied situations fall within 3 categories: (1) denial of character of reality, (2) evasion, and (3) reiteration with apparent belief. A true hallucinatory or delusional character is not demonstrable in the fantasies of this normal group. The child's fantasies do not contribute toward separating him from the external reality world; the normal child keeps a constant awareness of its temporal and spatial relations, corresponding to his age level, and retains an active affective contact with the environment. True disorders characteristic of schizophrenic thinking are not found in the normal children. "From the present records it appears evident that experiences which most closely resemble those found in the schizophrenic are dependent upon emotional factors and not upon characteristics inherent in child thinking."—*R. Goldman* (Boston Psychopathic Hospital).

2006. **Feldman, S.** Origins of behavior and man's life-career. *Amer. J. Psychol.*, 1941, 54, 53-63.—The author complains that genetic psychology has been chiefly a chronology of when characteristic adult patterns of behavior first appear, and that, while paying lip-service to the concept that the child is qualitatively different from the adult, it has failed to orient itself from that point of view. Genetic psychology has 3 major functions to perform: (1) the analysis of the stages of life; (2) discovery of the causes of transformation; and (3) the application of the comparative method to the entire life-course. The author lists 13 stages of development, from the prenatal through senescence, and gives the dominant characteristics of each. The 3 stages of infancy give the individual control over his own body and objects and permit him to develop an orientational schema. (The first of these stages is analyzed in detail.) During the 2 stages of childhood, adjustment to adults and to contemporaries occurs. During the 2 stages of adolescence, the child's attitude toward himself gradually changes and individualization occurs. When real maturity

is reached, differentiation is complete and self-realization results. This is followed by a period of self-appraisal, after which senescence sets in, bringing retirement and finally farewell.—*D. E. Johansen* (Skidmore).

2007. Fonteneau, M. *Les exercices sensoriels*. (Sensory exercises.) In Various, *La psychologie de l'enfant de la naissance à 7 ans*. Paris: Bourrellier, 1939. Pp. 41-46.—The author discusses how the sensory exercises in use in nursery schools contribute to the intellectual training of children, and what mistakes must be avoided in order to make that training more efficient.—*C. Nony* (Paris).

2008. Friedjung, J. *Zur Ontogenese der Betätigung der Hände und ihren Störungen*. (The ontogenesis of manual activity and its disturbances.) *Z. Kinderpsychiat.*, 1940, 7, 65-70.—In the normal development of the activity and control of the hands two phases may be noted. The first extends from birth up to the time when the assumption of an upright posture frees the hands from their more primitive use as aids to locomotion. This marks the beginning of the second phase when gain in manual dexterity proceeds at a remarkably rapid pace with consequent liability to disturbance of function if anything happens to interfere with the normal sequence of events. During the early part of this period, the hand is the chief organ of sense-pleasure, derived both through the tactile sensations obtained from the manipulation of objects and even more strongly through its use in manipulating the erogenous zones of the child's own body. Emotional disturbances affecting the child's sense of security and general well-being are therefore likely to be manifested in motor symptoms involving the hands. The importance of providing young children with a wide variety of objects and materials through which their normal urge to touch and handle may be satisfied is emphasized.—*F. L. Goodenough* (Minnesota).

2009. Furfey, P. H. *The group life of the adolescent*. *J. educ. Sociol.*, 1940, 14, 195-204.—Attention is called to the trend to study the adolescent less as an individual and more as a member of a culture group. Several studies are cited from which two generalizations are drawn: (1) American culture traits vary from area to area, class to class, and race to race and these are of enormous significance in understanding the individual; (2) cultures are modifiable and culture patterns can be both learned and unlearned. However, undesirable culture traits cannot be changed in the individual boy or girl by attention to the individual alone; they can be changed only by changing the culture in which the individual remains. Furthermore, all cultures should not be leveled out to one standard American culture, but defects should be remedied without destroying desirable patterns which may also exist.—*D. G. Ryans* (Cooperative Test Service).

2010. Gesell, A. *The biography of a wolf-child*. *Harper's Mag.*, 1941, 182, 183-193.—The author interprets a missionary's diary about an Indian child, raised solely by wolves from approximately 6

months to about 8 years, by humans until her death at 17. The diary "bears internal evidence of sincerity and veracity." At the time of capture, the child could not walk upright, but ran rapidly on all fours; "ate her food by lapping it up"; captured chickens and ate them raw; remained seclusive and drowsy by day, alert and vocal by night. She was a "potentially normal child, who in spite of extremely abnormal isolation retained to the end distinguishing marks of normality." At 15, her vocabulary was 45 words, "she comprehended verbal instructions, she went on simple errands." She had become "sufficiently normal to be taken for granted." A photograph is presented.—*A. Thomsen* (Syracuse).

2011. Greig, A. B. *The problem of the parent in child analysis*. *Psychiatry*, 1940, 3, 539-543.—A serious difficulty encountered in child analysis lies in the problem of dealing with the parents who usually tend to resent the analyst-child relationship. Brief mention is made of recommendations by various analysts and the conclusions are offered that in child analysis, the technique should not be kept at an infantile level, the artificial barrier between childhood and adulthood should not be recognized, and the analyst should cease to identify with the child in its problems, but should strive for mature attitudes and loyalties.—*M. H. Erickson* (Eloise Hospital).

2012. Hallowell, A. I. *The child, the savage, and human experience*. *Proc. 6th Inst. except. Child, Child Res. Clin.*, 1939, 8-34.—The writer questions the validity and the explanatory value of the recapitulation theory as it has compared the mentality of the child in our culture with that of the adult in the primitive society. The truth is that "children of savages are often less childlike in some respects than children in occidental society." The need is to discover the conditions under which and the processes by which the development of the child takes place.—*F. W. Finger* (Brown).

2013. Hattwick, L. A. *Group life of the young child*. *J. educ. Sociol.*, 1940, 14, 205-216.—The importance of group life in the development of the child's behavior and attitudes is discussed in regard to: (1) the contribution of the family; (2) the adult's role in child groups; and (3) the need for self-expression and for interaction among members of a group.—*D. G. Ryans* (Cooperative Test Service).

2014. Kollarits, J. *Quelques considérations sur la biologie et la psychologie du jeu*. (Some considerations of the biology and psychology of play.) *Arch. Psychol., Genève*, 1940, 28, 73-79.—Summarizing the findings of Claparède, Groos, Buytendijk, and others the author finds it impossible to separate strictly play from other activities such as work, art, science, and sport. The racial specificity of play, insisted upon by Claparède, is based on the fact that the anatomy, psychic structure, and instincts of youthful organisms do not lead to serious activities. But these same factors, after becoming more mature, lead to entirely different stages of reaction. Thus, adult play is essentially an infantile reaction.—*H. Beaumont* (Kentucky).



2015. Krogman, W. M. Trend in the study of physical growth in children. *Child Developm.*, 1940, 11, 279-284.—The following trends are discussed: (1) Standardization of techniques. (2) Interpretation of anthropometry from a biological viewpoint. Basic measurements must exist for man as a mammal and as a higher primate, and with regard to sex and race differences. Measurements of each type are listed. (3) Study of the hereditary transmission of physical characters, especially family-line growth patterns. (4) Less dependence on dimensions and more on maturation. (5) Closer relationship between mental progress and physical growth. (6) Utilization of growth data as the basis of the assessment of well-being.—C. N. Cofer (George Washington).

2016. McDonald, J. W., Brown, A. W., & Bronstein, I. P. VIII. Background and social adjustment of thyroid-deficient children receiving glandular therapy. *Amer. J. Dis. Child.*, 1940, 59, 1227-1244.—The background and the extent of social adjustment of 27 hypothyroid children who have received glandular therapy for several years were examined. The patients between the ages of 1 and 7 years and those of 17 through 21 years seem to have made the best adjustment. The parents of the children in these two groups accepted their offspring more completely than did the parents of the children between 7 and 17. Suggestions are made as to why such a difference might exist.—L. Long (Hunter).

2017. McGraw, M. B. Neuromuscular development of the human infant as exemplified in the achievement of erect locomotion. *J. Pediat.*, 1940, 17, 747-771.—On the basis of observations of 82 infants, ranging in age from birth to 5 years, the author has distinguished 7 distinct phases in the development of erect locomotion: the new born or reflex stepping, the inhibitory or static, the transitive, the deliberate stepping, the heel-toe progression, and the integrated mature phase of erect locomotion. Each phase is described, analyzed, and illustrated. Such a behavior study provides a basis for further work on structure and function, as it was observed that changes in behavior reflected reorganization of the neural centers involved in the activity. An inhibitory influence from the cortex changes to cortical participation in activating behavior and finally to the expansion and integration of cortically controlled movements which are essential to a bipedal gait. Changes in anatomical dimensions were also recognized as factors in the overt expression of neuromuscular activities.—H. Green (Bradley Home).

2018. Muth, E. Die Vorbedingungen für die reibungslose Eingliederung des legitimierten Kindes in die Familie und ihre Prüfung. (Prerequisites for the frictionless initiation of the legitimized child into the family, and how they may be examined.) *Z. Kinderforsch.*, 1940, 48, 393-422.—The author points out that the legitimization of children born out of wedlock presents many problems involving the relationship between the parents, their relation-

ship to the child, the attitudes of legitimate children within the family, if there are any, and often those of the grandparents who are likely to take an active stand either for or against the reception of the illegitimate child into the family. Among the factors particularly stressed by the author are: the fact that the marriage of the parents often results directly from a sense of guilt over the birth of the child and that under these conditions marital discord is frequent; that in many instances either the marriage or the legitimization of the child is delayed for some years during which time the child has built up an emotional attachment to other people and to another home from which he must then be uprooted; that if there are other legitimate children in the family, the coming of the new sibling is likely to arouse doubts as to their own parentage or weaken their respect for their parents; and that all these factors, unless carefully handled, create many problems for the child that may outweigh all the advantages of legitimization. A series of criteria are listed, the application of which to an individual case will help to determine the wisdom or unwisdom of recommending that the child be legitimized.—F. L. Goodenough (Minnesota).

2019. Oldham, H. W. Child expression in colour and form. London: John Lane, 1940. Pp. 157. 9s. 6d.—[Abstracted review; original not seen.] This is a description of the development of the child's ability to interpret visual phenomena. The generalizations are illustrated by case studies, with reference to colored plates of actual performances. Among the chapters in the book are those on synesthesia and on child symbolism and surrealism. Synesthesias are explained in terms of associations, primarily contiguous associations in prior personal experience. Some of the cases are explained in terms of unconscious associations and associations due to racial inheritance.—F. W. Finger (Brown).

2020. Ombredane, A. Le développement du langage chez l'enfant. (Language development in the child.) In Various, *La psychologie de l'enfant de la naissance à 7 ans*. Paris: Bourrelly, 1939. Pp. 15-31.—The topics dealt with are: (1) language as an artificial function having no specific organs such as respiration or locomotion, and being independent from the organs which it normally uses; (2) the uses of language for emotional expression, play, commands, and description of action; (3) language and intelligence; (4) preliminary stage of infant language; (5) spontaneous vocal symbolization and onomatopoeic language; (6) imitation of adult language; (7) word alterations, their phonetic and psychological rules; (8) the one-word sentence as the first stage of the infant's language; (9) the multiple word sentence (from 2½ years up); and (10) the notion of linguistic age and discussion of Piaget's views.—C. Nony (Paris).

2021. Pritchard M. C. The psychology and education of subnormal children. *Teach. Coll. Rec.*, 1940, 42, 228-238.—The importance of Leta S. Hollingworth's contributions in the field of mental

deficiency is reviewed. The various aspects of subnormality dealt with by Mrs. Hollingworth are discussed and the future needs in this field surveyed. A brief account of work being done at the Speyer School is included.—*L. Birdsall* (Coll. Ent. Exam. Bd, Princeton, N. J.).

2022. **Rey, A., & Zatorska, H.** *Dominance de l'organisme mental sur l'organisme physique. II. La réaction d'ouverture des yeux pendant l'exécution d'actes simples.* (Dominance of the mental organism over the physical organism. II. The reaction of opening the eyes during the execution of simple tasks.) *Arch. Psychol., Genève*, 1940, 28, 64-72.—60 normal subjects between the ages of 5 and 12 were instructed to place a key, a penny, and a pencil each in one of 3 designated boxes placed before them on the table while keeping their eyes closed. Records were made of the number of times the eyes were opened, the time at which this reaction took place, and the number of errors. Children under 6 regularly opened their eyes; 60% of those between 6 and 8 kept them closed; from the age of 10 on, all subjects kept their eyes shut. Those making most errors opened their eyes most frequently. 40 retarded subjects between 8 and 12 showed no age differences, but there was a correlation between errors and number of times the eyes were opened. The coefficient of correlation between degree of retardation and number of openings was .70.—*H. Beaumont* (Kentucky).

2023. **Russell, D. H.** *Trends and needs in the study of special abilities and disabilities.* *Teach. Coll. Rec.*, 1940, 42, 239-249.—Present trends in the treatment of children with special abilities and disabilities are reported. Special attention is given to musical, artistic, mechanical, and mathematical abilities and ability in the language arts. New techniques of diagnosis are noted with specific suggestions for future studies in the diagnosis and treatment of exceptional children. Special note is made of the work of Leta S. Hollingworth in this field.—*L. Birdsall* (Coll. Ent. Exam. Bd, Princeton, N. J.).

2024. **Schulze, H. G.** *Soziale und erbbiologische Verhältnisse unehelicher Kinder in Kiel.* (Social and hereditary conditions of illegitimate children in Kiel.) *Arch. Bevölker. Wiss. Bevölker. Polit.*, 1940, 10, 107-113; 129-144.—Illegitimate children are not necessarily inferior; 66.2% have no demonstrable handicap. Yet, a relatively large proportion of the mothers is of dubious heredity, with increased incidence of psychopathies. The fathers do not show up so badly. Illegitimate children who are legitimized within the first 2 years show better eugenic value than those who remain illegitimate.—*P. L. Krieger* (Leipzig).

2025. **Seif, L.** [Ed.] *Wege der Erziehungshilfe.* (Methods of educational aid.) Munich: Lehmann, 1940. Pp. 311. RM 8.—These are 24 essays from the praxis of the Munich group of educational counselors. Seif emphasizes that it is not the children who are so difficult but the grown-ups who in turn

infect the children. Education is frequently attempted by intimidation rather than encouragement. This evil can be corrected only by first curing the educators of their egocentricity, or in other words by self-education on the part of the educators. Education in this sense becomes almost synonymous with psychotherapy. The remainder of the book is made up of contributions from kindergarten teachers, youth counselors, and physicians, dealing with public counseling, training of counselors, kindergarten education, and mothers' aid.—*P. L. Krieger* (Leipzig).

2026. **Smith, M. B.** *The effect of mothers' attitudes on the treatment of reopened cases.* *Smith Coll. Stud. soc. Work*, 1940, 11, 137.—Abstract.

2027. **Stekel, W.** *Lettres à une mère.* (Letters to a mother.) Paris: Gallimard, 1939. Pp. 272. Frs. 22.—[Abstracted review; original not seen.] Three groups of letters, dealing with early childhood, school years, and puberty. They are addressed to parents and represent in popular terms the results of many years experience in applying modern scientific methods to the study of youth problems.—*H. Beaumont* (Kentucky).

2028. **Stockwell, L., & Smith, C. K.** *Enuresis: a study of causes, types and therapeutic results.* *Amer. J. Dis. Child.*, 1940, 59, 1013-1033.—Observations are reported on 100 enuretic children. The writers describe 3 different types of enuresis: organic, neuromyogenic, and psychogenic. Diagnosis of the type of enuresis before instituting therapy is stressed. Methods of therapy are discussed. 64% of the children were cured.—*L. Long* (Hunter).

2029. **Tumlirz, O.** *Abriss der Jugend- und Charakterkunde.* (Outline of youth and character study.) Leipzig: Klinkhardt, 1940. Pp. 96. RM 2.40.—The author presents no new results but new points of view from his previous work. Problems of heredity are emphasized. The chapters deal with the physical basis, the stages of intellectual development, development and adaptability, collective and individual predispositions, and the formation of hereditary tendencies. Only the social and physical environments are significant for the infant and school child. With adolescence comes the discovery of the personal world and the extension of the outside worlds to include the worlds of value and impulse. The essential core of every individual is to be found where the outside and the personal worlds meet. The mentality of the adolescent is still too greatly dependent upon concurrent developmental phases to give any clue to the final character formation. More fruitful than typological attempts is P. Schröder's proposal to characterize adolescents according to predominating traits, such as the degree of emotionality, striving for recognition, sensitivity, etc.—*P. L. Krieger* (Leipzig).

2030. **Volow, F. J.** *The relation between adolescent girls' attitudes toward taking help and the outcome of treatment.* *Smith Coll. Stud. soc. Work*, 1940, 11, 137-138.—Abstract.

2031. Vulcan, B. Factors in the later social adjustment of children treated by a child guidance clinic for stealing from their parents. *Smith Coll. Stud. soc. Work*, 1940, 11, 143-144.—Abstract.

2032. Wallon, H. L'évolution mentale de l'enfant avant l'école maternelle; de la naissance à trois ans. (Mental development of the pre-nursery-school child; from birth up to 3 years.) In Various, *La psychologie de l'enfant, de la naissance à 7 ans*. Paris: Bourrelly, 1939. Pp. 8-14.—At about 6 months the phase of purely vegetative affectivity gives way to affectivity directed towards others which is the beginning of social life. This is followed by the sensorimotor phase, in which exploration of the physical world by voluntary movements takes place; the acquisition of walking is an important moment of that phase. Finally, the acquisition of language completes the child's power over the physical and the social world.—C. Nony (Paris).

2033. Wallon, H. Le développement psychique de l'enfant d'école maternelle. (The psychological development of the nursery school child.) In Various, *La psychologie de l'enfant de la naissance à 7 ans*. Paris: Bourrelly, 1939. Pp. 32-35.—The age for entering nursery school is determined by the physical and mental growth of the child. At 3 years he becomes conscious of his personality as distinct from the environment. The 4th year is marked by an awakening of motor dexterity; at about the same time an affective development takes place, which Freud ascribes to an increase of the libido. From 4 to 6 years is a period of imitation which helps the child to assimilate the outer world. At 6, when he leaves the nursery school, he is ready for an objective attitude.—C. Nony (Paris).

2034. Washburne, J. N. Interpretation of adolescent psychology and needs. *Teach. Coll. Rec.*, 1940, 42, 250-264.—A summary of the views of Leta S. Hollingworth on the psychology of adolescence, indicating her contributions to progressive thinking in this field.—L. Birdsall (Coll. Ent. Exam. Bd. Princeton, N. J.).

2035. Weill, B. C. Through children's eyes; true stories out of the practice of a consultant psychologist. New York: Island Workshop Press, 1940. Pp. 385. \$1.75.—A book in non-technical form for parents, teachers, and students in mental hygiene in which the point of view of a number of children is the key to their problems of behavior and personality. The material is presented in long, informal case histories.—J. McV. Hunt (Brown).

2036. Wenger, M. A. The normal child and adolescent. *Rev. educ. Rec.*, 1940, 10, 435-439.—This is a review of publications under the headings: bibliographies and summaries on development;

comparative studies of emotional and social adjustment; the influence of specific training; wants, wishes, and personal problems; interests and attitudes; longitudinal studies; and miscellaneous and unique problems. There are 70 titles in the bibliography.—M. Keller (Butler Hospital).

2037. Wilson, E. B. The place of statistics in studies of child development. *Child Developm.*, 1940, 11, 319-325.—". . . the place of statistics in studies of child development . . . is a rather modest one, a useful working tool in the hands of persons of competent scientific mind."—C. N. Cofer (George Washington).

2038. Woodbury, E. L. Factors influencing the results of treatment of dull, adolescent girls. *Smith Coll. Stud. soc. Work*, 1940, 11, 138-139.—Abstract.

2039. Yamashita, T. Jidô wo taishô to suru shinrigaku to igaku to no teikei. (Cooperation of psychology and medicine with regard to children.) *Nihon Iji Sp.*, 1939, No. 899, 4296-4297.—R. Kuroda (Keijo).

2040. Zingg, R. M. Feral man and extreme cases of isolation. *Amer. J. Psychol.*, 1940, 53, 487-517.—The concept of feral man (individuals who either grow up with wild animals or live in extreme isolation) was introduced by Buffon about 1750, and into organized science by Linnaeus in 1758. Due to the use made of the idea by Rousseau, it fell into disrepute. The author evaluates the adequacy of the information on a large number of such cases, classifying them into: (1) those who have wandered away and survived in the wild by their own efforts, and (2) those who were cared for by animals. Not strictly feral are the cases of children shut away from human society by cruel or insane parents. In tabular form data on 31 authentic cases of varying degrees of wildness are given. The author summarizes the evidence and concludes that despite the possession of normal sensory and intellectual equipment (in most cases) the characteristic human behavior patterns, not only in the linguistic field, but also in the emotional and perceptual fields, fail to develop. The extent to which such children can acquire typically human ways of walking, eating, dressing, etc. depends on the duration of their isolation from human society and on whether they have strongly imprinted patterns of animal behavior to unlearn. The evidence indicates that "mentality is a bioneurological mechanism, and mind is the environmentally conditioned content organized by that mechanism."—D. E. Johannsen (Skidmore).

[See also abstracts 1618, 1629, 1647, 1671, 1695, 1721, 1740, 1745, 1746, 1747, 1753, 1758, 1776, 1777, 1802, 1901, 1909, 1910, 1950, 1983.]



